PUBLIC · EDUCATION

PENNSYLVANIA

Monthly Bulletin
DEPARTMENT OF PUBLIC INSTRUCTION
Commonwealth of Pennsylvania

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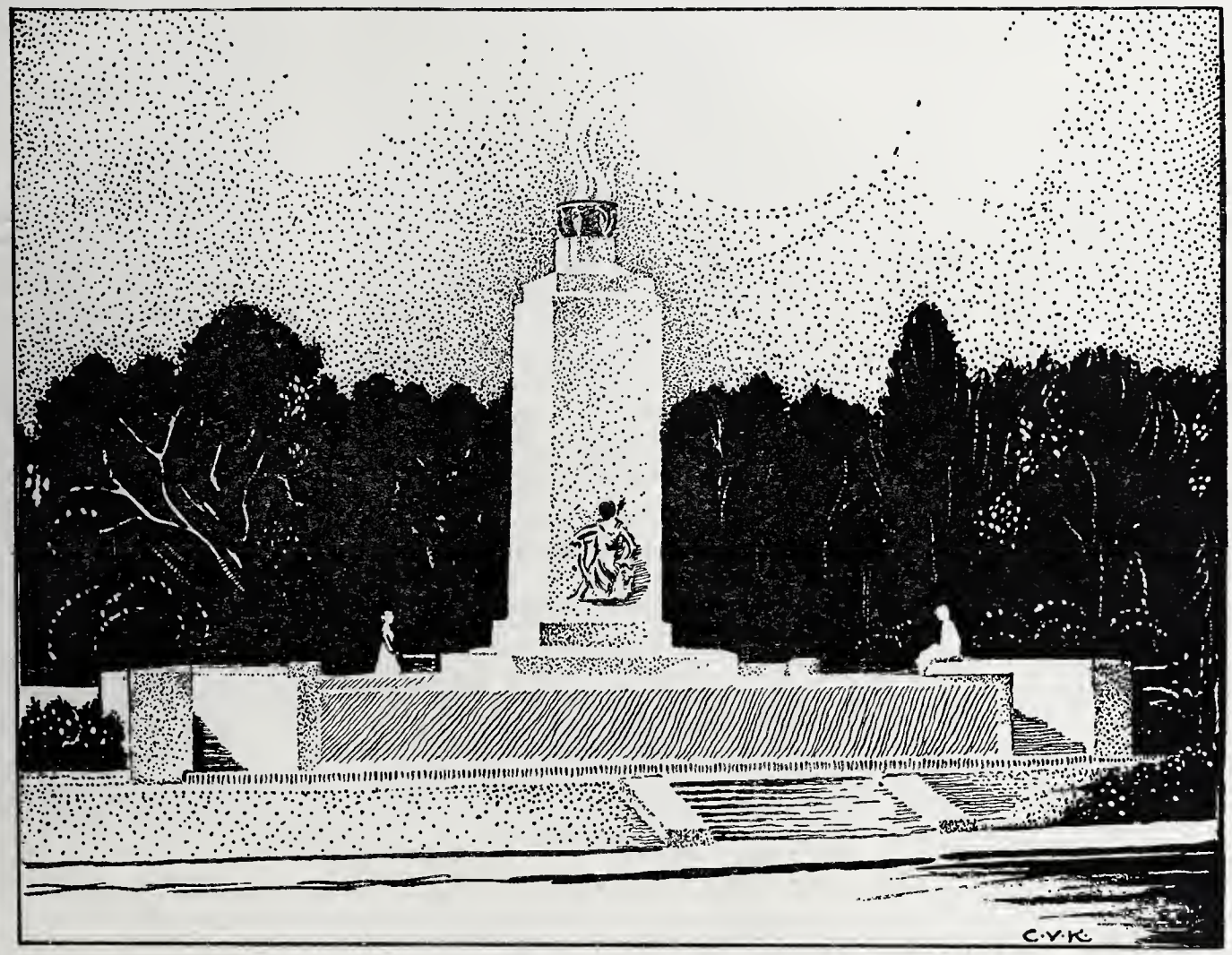

ETERNAL LIGHT PEACE MONUMENT
(See page 3)

THE American Principles of liberty, independence, and peace have not been defended and preserved at a small price. America has nothing precious that does not represent struggle; nothing of permanence that does not represent determination; nothing admirable that does not represent self-sacrifice. The clearest evidence of our appreciation and memory of the services of these unselfish patriots who fought for our liberty, is our determined disposition to maintain these ideals for this and for all generations to come.

War and destruction spread rapidly. Peace and constructive enterprise require time for consummation. Years of education, gradual development of better understanding, the slow substitution of sympathy and friendliness for suspicion and hatred, the eradication of selfishness and lust for power—all these and many other constructive convictions must be brought into the hearts of the peoples of the world before we can have enduring peace.

—*Lester K. Ade*

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SCHOOL CALENDARS

ANTICIPATING ANNIVERSARIES

JULY

1 Horace Mann, accepted office as Secretary of the Massachusetts Board of Education, became Father of the American Schools.

1 Battle of Gettysburg, 1863.

1 First Air Mail, Chicago to New York, 1919.

3 J. George Becht, 1865-1925, Superintendent of Public Instruction, Principal of the State Normal School at Clarion; first to promote the Teachers' Retirement System in Pennsylvania. On Pennsylvania's Roll of Honor inscribed on the frieze of the Education Building at Harrisburg.

4 Independence Day, 1776. 161st Anniversary.

4 Stephen Collins Foster, 1826-1864, Greatest American folk song writer; exponent of Negro and plantation life; composer of "Old Folks At Home," "Oh Susannah," "My Old Kentucky Home," "Old Black Joe," "Massa's In The Cold, Cold Ground," and "Old Dog Tray." On Pennsylvania's Roll of Honor inscribed on the frieze of the Education Building at Harrisburg.

4 Joseph Pennel, 1857-1926, foremost etcher in America; author, traveler, artist, and illustrator. Made war paintings in Europe and America in 1917. On Pennsylvania's Roll of Honor inscribed on the frieze of the Education Building at Harrisburg.

4 John Adams, died 1826; Thomas Jefferson, died 1826; James Monroe, died 1831.

4 United States Patent Bureau established, 1836.

4 Cornerstone of Washington's Monument laid, 1848.

4 Nathaniel Hawthorne, 1804-1864, American Novelist.

5 Cecil John Rhodes, 1853-1902, statesman, empire builder and financier; founder of the famous Rhodes Scholarships.

6 Samuel Breck, 1771-1862, proverbial patriot of Pennsylvania, advocate of Free School System prior to 1834. On Pennsylvania's Roll of Honor inscribed on the frieze of the Education Building at Harrisburg.

7 Air Mail Service, New York to California, 1929.

9 Elias Howe, 1819-1867, inventor of the Sewing Machine in 1846.

10 James A. M. Whistler, 1834-1903, painter and etcher. Painted famous portrait of his mother. Elected to the Hall of Fame in 1930.

11 John Quincy Adams, 1767-1848, Sixth President of the United States, Secretary of State under President Monroe. Elected to the Hall of Fame in 1905.

12 Henry David Thoreau, 1817-1862, author and naturalist.

14 Stars and Stripes adopted, 1777.

14 First World's Fair in United States, 1853.

16 District of Columbia established, 1790.

23 Charlotte S. Cushman, 1816-1876, Shakesperian actress in the front rank of American tragedians. Elected to the Hall of Fame in 1915.

26 Postal System established, 1775.

27 First successful Atlantic Cable, 1866.

31 John Ericson, 1803-1889, Swedish inventor and engineer.

31 James Kent, 1763-1847, author of "Commentaries on American Law." "We ought not to separate the science of public law from that of ethics." Elected to the Hall of Fame in 1900.

EDUCATIONAL EVENTS

JULY

14 Annual Convention of Quota Club International. Banff Springs, Alberta, Canada. (3 days)

19 International Association of Lions Clubs. Oakland, California. (4 days)

26 Annual Superintendents' Conference. State College, Pennsylvania. (3 days)

28 Seventh World's Poultry Congress. Cleveland, Ohio. (11 days)

28 International Scout Camp, Tullgarn, Sweden. (12 days)

AUGUST

15 American Federation of Teachers. Cincinnati, Ohio. (6 days)

18 American Legion Auxiliary Department of Pennsylvania. Scranton, Pennsylvania. (3 days)

21 Pennsylvania Boys State (American Legion). Indiantown Gap, Pennsylvania. (10 days)

28 The International Congress of Historians. Zurich, Switzerland. (8 days)

29 The Great Granger Picnic. Williams Grove Park, Mechanicsburg, Pa. (8 days)

EXECUTIVE OFFICE

LESTER K. ADE, *M.A., Ph.D., Litt.D., L.H.D., LL.D.*
Superintendent of Public Instruction

Eternal Light Peace Memorial

The highlight of the celebration apropos the 75th Anniversary of the Battle of Gettysburg, to be held at Gettysburg from June 29 to July 6, 1938, will be the impressive dedication exercises of the Eternal Light Peace Memorial, at 3 o'clock in the afternoon of July 3. This significant observance, which is attracting nation-wide interest, constitutes the final joint reunion of the Blue and the Gray—the surviving veterans of the four-year struggle from 1861-1865. Amidst the 16,000 acre Battlefield, a hallowed spot marked by more than a thousand memorials, this impressive dedication will take place before thousands of interested folks who are expected to attend.

Final Reunion of the Blue and the Gray

There is hardly an event which holds more human interest and appeal than this long awaited reunion of the veterans in Blue and those in Gray. Fewer than 8,000 remain of the more than 2,000,000, who bore arms three-quarters of a century ago. These heroic figures will assemble in final reunion and mingle among friends gathered to do them and their departed compatriots the honor and respect to which they are entitled. Likewise, they will meet veterans from practically every state in the Union with whom they have irretrievable experiences in common.

Principal Events

Principal events of the Blue and Gray Reunion include Governors' Day, in which the governors and the descendants of northern and southern generals will participate in a colorful program; Veterans' Day, in which veterans of every war since 1865 will take part; Military Exhibition to be staged under the direction of the United States Army; and the dedication of the Eternal Light Peace Memorial, following the open air memorial service.

Enumeration of Aliens and Illiterates in Pennsylvania

Systematic Survey in Progress to Reach and Teach All Who Lack "Functional Use" of English Language

Pennsylvania will this year take its own census of aliens and illiterates as authorized by Act 478, approved by the Governor, July 1, 1937.

This enumeration will disclose the number of persons resident in Pennsylvania, who are twenty-one or more years of age, and are not citizens of the United States of America; and the number of persons, ten years of age or over, who possess less than a functioning literacy in English.

Enumerations to Continue

The Act provides that beginning in the year 1938, again in 1940, and thereafter each fifth year, such enumerations of our alien and illiterate population shall be taken in each of the school districts of the Commonwealth. The only evidence now available as to the literacy and citizenship status of Pennsylvania is the figures of the Federal Census of 1930.

Far-Reaching Social Significance of Plan

The coming census of aliens and illiterates is of far-reaching social significance. In a democracy, public education is charged with responsibility for social progress and social control. Among other objectives, mass education for social competency far transcends in importance all other purposes of our State program of free public instruction. The very life-blood of democracy is comprised of such vital factors as group thinking, mutual understanding, collective judgment, and concerted action. Only these social and individual elements will make possible and put into effect the American ideal of social self-determination.

Intelligent Self-Direction, a Goal

Liberty, as freedom of action not trespassing upon the rights and liberties of others, imposes upon democratic society responsibility for insuring in every one of its individual members an intelligent self-direction. Neither wisdom of choice nor cooperative effort is possible except through mutual understanding and an informed citizenry. For mutual understanding and cooperative effort, a common tongue, and at least a functioning literacy, are indispensable. Certainly Pennsylvania cannot safely tolerate stark illiteracy in a quarter of a million of its population, of whom 100,000 are wholly unable to speak the English language.

From the viewpoint of social competency, the Federal Census figures bear but little relation to the educational problems of a more genuine assimilation of our foreign-born population and a universal functioning literacy. These figures relate only to those who are wholly illiterate and are wholly unable to read and write in any language.

Literacy in Native Tongue Not Enough

More than this, the basis used in determining such illiteracy approaches a near-irreducible minimum, only those being classified as illiterate who respond negatively to the question as to whether they are able to read and write, irrespective of whether they are able to read and write English. Any person, although he may be wholly unable to speak, read, and write the English language, who asserts that he is able to read and write in his native language, is classified as literate.

One fallacy in the usual interpretation of Federal Census figures lies in the fact that for 1930, for example, 240,323 residents of Pennsylvania were reported as being wholly illiterate, but of 101,051 persons unable to speak English, 38,460 were literate in their native tongues; hence they were not classified as illiterate. Our total illiteracy in English then, according to Federal standards, must be taken as 278,783. Pennsylvania, however, can hardly afford to tolerate less than a functioning English literacy in its citizenry, equivalent to approximately five years of schooling.

Last Test Made During World War

The only evidence as to our functional literacy in English dates back more than twenty years ago to the Army tests given during the World War, at which time it was proven that, with regard to illiteracy, the Army did represent a true cross-section of our total population. The Army illiteracy test, involving one and one-half million men in different camps, showed an illiteracy of 25.3 per cent, in contrast to the Federal Census of 1920, which revealed for Pennsylvania an illiteracy of 4.6 per cent. One seems justified, in concluding, that in order to arrive at the functional illiteracy in Pennsylvania, he may safely multiply the Census figures of 278,783 by at least four, indicating that we very probably have at least one million persons within the Commonwealth, ten years of age and over, who are functionally illiterate in English.

Some Progress in Efforts to Reduce Illiteracy

Under a sustained drive during recent years to reduce illiteracy and to assimilate

Continued on Page 5, Column 1)

EXECUTIVE OFFICE—Continued

Aviation Offers Opportunities to Youth

America exceeds every other Nation in number of planes. This fact offers a responsibility as well as an opportunity to our public schools. Numberless good airplanes without efficient pilots are of little avail. Moreover, experience indicates that a flyer is good for only approximately four hours at a stretch. It is also generally accepted that the development of a first class pilot requires approximately three years of preparation and education.

Skilled Pilots Needed

There is one significant conclusion to these conditions. Namely, America needs thousands of men prepared to carry on the ever-expanding enterprise of aviation. It has been estimated that within the next five years we shall need a half million pilots and approximately 100,000 planes.

Developing Educational Facilities

There is sufficient interest among our young men to provide adequate personnel for this vast service. The problem that is of immediate concern is the educational facilities that are necessary to develop in them the skills, knowledges, and social attitudes that make for the ideal pilot. In America there is a wide variety of courses for aviation candidates adapted to the applicant's age, fitness, and financial status. The Air Corps gives instruction to candidates free of charge and assures them of a great likelihood of finding a position at the end of the preparatory period. In some instances, the states conduct schools accommodating as many as 500 ground pupils each. In the United States Senate there is a bill being proposed involving some $8,000,000 to provide flying fields from coast to coast with planes, instructors, and free schooling.

Air Academies

In the typical air academy, of which there are a score or more in America, students come from farms and small towns. They average twenty-one years of age, and represent families of moderate social and financial conditions, including executives, bankers, army and navy officers, and the like. Such schools have twenty or more instructors and offer a dozen full courses a year. They prepare master navigators, radio engineers, master mechanics, private and limited commercial pilots, and master pilots who pay $250 to $1275 for the course. Most of the candidates who finish in these schools find employment in airline, airports, or other phases of aviation service.

Using the U. S. Census in Schools

More than 2,000 teachers are making classroom use of the condensed summaries of the 1935 Census of Agriculture. A large proportion of these are instructors in vocational schools. In addition, however, to those primarily interested in agricultural and vocational education are instructors utilizing the Census releases in many other ways.

LOIS M. CLARK

Adviser, Division of Elementary Education

The appointment of Lois M. Clark, of West Chester, to the position of Adviser in Elementary Education, has been announced by the Department of Public Instruction. She succeeds Margaret P. Durkin who has been transferred to the Division of Health Education to assist in the audiometric testing program of the Department.

Professional Education

Miss Clark was born in Niles, Michigan and received her early education in the public schools of that state, graduating from the Eau Clair, Michigan Secondary School in 1920. Very early in her career Miss Clark decided upon following work in the elementary field of education with a special interest in rural schools. Accordingly, she entered the Western State Teachers College in Kalamazoo, Michigan in 1920 to pursue professional preparation in rural elementary teaching. After completing the work for the Bachelor of Arts Degree in this College, she entered the Teachers College at Columbia University in New York to take advanced studies in her chosen field. In 1931, she received the Master of Arts Degree at Columbia. Since then she has availed herself of additional advanced preparation at Temple University, the University of Pennsylvania, and at Teachers College of Columbia.

Professional Experience

In 1922, Miss Clark accepted her first position as an elementary teacher in the rural schools of Allegan County, Michigan. After a successful year in this work she became an instructor in the Rural Training School of the Western State Teachers College at Kalamazoo, Michigan, a position she held for six years. In 1931, she came to Pennsylvania to occupy the position of Superviser of Rural Practice in the State Teachers College at West Chester. It was while here that she received the call to Harrisburg to assume her duties as Adviser in the Division of Elementary Education.

New Duties

In her position in the Department of Public Instruction, Miss Clark will supervise the State program of elementary education in the rural schools of the Commonwealth. Through visitations and conferences in the schools with teachers, supervisors, and superintendents she will assist in the development of their educational programs for grades one to six. She will likewise coordinate the work of the teachers colleges, liberal arts colleges, and universities in the field of rural education with that of the Bureau of Instruction. The preparation of curriculum materials for an effective program in rural schools, including kindergartens, is another phase of her new assignment. Attendance at National, State, and local educational meetings dealing with the State program of education and the leading of discussions in secondary groups at institutes and regional conferences and serving on committees relating to the rural education program are still other duties under the office of adviser in elementary education in the Department of Public Instruction.

M. Elizabeth Gregory

Supervisor, Vocational Home Economics, Huntingdon County

M. Elizabeth Gregory, of Petersburg, has been appointed Vocational Supervisor of Home Economics for Huntingdon County.

For her public school education, Miss Gregory attended the elementary and secondary schools of Petersburg, graduating from the latter in 1928. The following fall she entered Juniata College and completed the work in homemaking of that institution for the B. S. Degree in 1932. Since then she has attended the summer sessions at Pennsylvania State College, and was awarded the M. S. Degree in homemaking last year.

Five years of successful teaching experience in Jefferson and Huntingdon counties have given Miss Gregory the qualifications required in her new work. During the first four years of her experience she served as instructor in Home Economics in Washington Township, Jefferson County, and in the Petersburg Vocational Secondary School in Huntingdon County. In the past year she was supervisor of Homemaking Education in Petersburg.

AMERICA

In the history of human achievement, America is an unique example of prodigious progress. Not bound by conventionalities and old forms, without prejudice, America built its life with the powerful hands of toil. Naturally, the question of material existence and life had first to be settled. Then attention was turned toward problems of technical necessity and social life. Having built the foundation of civilization, America began to aspire toward the firm establishment of cultural principles. Knowledge and Beauty became imperative requirements in the life of the young country. In most unexpected ways, meriting great admiration, grew the conquest of Art and Science. The quality of production advances still higher, and this is always a sign of the growth of national creative genius. The wide industrial growth reaches the poesy of creation.

—*N. K. Roerich*

EDUCATION AND RELIGION

The development of the civilization we now enjoy has resulted not from a single force but from two reciprocal forces—religion and education. Our civilization is a pattern fashioned by these two elements and it is the finest pattern yet discovered by man. This two-fold gospel of education and religion has entered a service to humanity which no man can measure. It produces men and women possessing not only fine cultivated minds but a deep desire to serve society.

Intellectual education alone cannot pull the dead weight of humanity, cannot adequately aspire and strengthen spiritual man. Complete education must set the hearts of youth afire with a love of humanity and arouse in them a desire to battle for righteousness and a better world. The two great forces, education and religion, together can accomplish this important end and reestablish the moral law in our bright world.

—*Lester K. Ade*

EXECUTIVE OFFICE—Concluded

Tenure Terms: "Probation" and "Competency"

DR. CLARENCE E. ACKLEY
Chief, Division of School Law

The best advantages to education made possible through the new Tenure Law for teachers will be realized in accordance with the degree to which those affected by the law meet their respective responsibilities. How will teachers rise to the new challenge offered by this law? What will be the reaction of superintendents to their new function in relation to tenure? How will directors respond to their new trust? What will be the attitude of the citizens with reference to this fundamental law?

Probationary Period for Teachers

Consider, for example, the crucial challenges implied in the probationary period for teachers as set forth in the present School Laws. Section 1301 of the Laws provides that every teacher must hold a certificate which shall designate the branches which its holder is entitled to teach, and that no teacher shall teach in any public school in this Commonwealth any branch which he has not been properly certificated to teach.

All certificates issued by the Department of Public Instruction are on a probationary basis. These temporary certificates are converted into permanent certificates on the basis of satisfactory teaching experience and additional preparation. The important fact to bear in mind is that the satisfactory teaching experience must be certified to by the local superintendent or the proper school official.

If the teacher fails to secure an extension of a probationary certificate, or the validation of this certificate as a permanent certificate, because her teaching has been unsatisfactory, then it is true that the teacher is without a certificate to teach in the public schools.

You will recall that the Tenure Act definitely specifies that the protection which it affords shall be for properly certificated teachers. I call this matter to your attention because, in my judgment, the probationary period for teachers is amply provided for in the provisions of the Tenure Act by this certification procedure.

Primary Purpose of Tenure

The primary purpose of the teacher Tenure Law is to protect efficient and worthy teachers from unfair employment practices, and to eliminate from service those who are incompetent and unworthy. The challenge to teachers consists of an earnest effort to perfect their professional preparation, improve their practice, and continue to grow in their work. If teachers are to be continued in service on a permanent basis, such privilege connotes a continuous endeavor on their part to maintain the highest possible standards of classroom instruction.

Incompetency as Defined by Courts

A beginning has already been made whereby the Tenure Act has been found as effective in the dismissal of teachers as in their retention. Where incompetency of teachers has been proved, the courts have supported the school boards in their action of dismissal of employes. The definitions of the courts of the term "incompetency" are enlightening.

Following are excerpts from court decisions in some of the cases where teachers have been dismissed for incompetency:

Mercer County Case

Legally competent evidence indicates some lack of effective discipline, infrequent examination, lack of interest and effort on the part of the pupils, some tardiness on the part of the teacher, failure to indicate promotion, lack of preparation or experience during period of five years immediately preceding appellant's employment in 1936, all of which bears on the question of competency. True, the proof offered was not extensive nor detailed, and we are mindful that appellant denied much that was offered against her, and offered other testimony tending to establish her competency, nevertheless, we are not warranted in holding that there was no legally competent evidence, which if credited would support the conclusion of the Board.

Accordingly we are constrained to affirm the action of the Board in refusing reelection of the teacher.

Elk County Case

The question of competency or incompetency on the part of a professional employe extends further than his actions in the classroom. It must cover all of his relations with the students under him. They are of an impressionable age and may not safely be exposed to acts which indicate even carelessness with property rights of others. This is aside from all charges of a criminal character and is exemplified in the very foolish procedure adopted by this professional employe in his meetings with the students of his class and their committee.

Somerset County Case

It is inconceivable that the Legislature intended to strip boards of school directors of their inherent right and power to dismiss or refuse to reelect an employe for proper cause. If this was the purpose of the Act, then what was the necessity of prescribing the procedure to be followed in case of dismissal or refusal to reelect a professional employe. The present case affords an apt illustration: Where, as here, the teacher displays ungovernable temper toward the board of school directors, accuses them of untruthfulness and unfitness to hold their offices, invites one of the members to engage in a physical encounter, and threatens to get even with them, he has rendered himself wholly unfit and incompetent for further employment by the board of said school district. To compel the board, under such circumstances, to reinstate and reelect him as a teacher would be subversive and detrimental to the best interest of the public schools in said districts. This we must decline to do.

ENUMERATION OF ALIENS

(Concluded from Page 3, Column 3)

our foreign-born population, marked reductions in numbers of illiterates and aliens have been effected. The 1930 Census Report shows that during the preceding decade, the per cent of total illiteracy in Pennsylvania had been reduced more than thirty per cent, and a decrease in numbers of aliens to 434,-330, or thirty-eight per cent.

Some credit should be given the administration of the Division of Education and Recreation of the Works Progress Program, which achieved its most effective work in the field of literacy and naturalization education. For the month of February, 1938, this program of literacy and citizenship education included 1,375 classes, enrolling 14,-064 adults. Paralleling this Federal program is the State program of literacy and citizenship education for immigrants and native illiterates through evening school classes, factory classes, neighborhood classes, and home classes for foreign-born mothers, enrolling a total of over 25,000 adults. Unquestionably, the next report will show further marked reductions in numbers of illiterates and aliens resident within the Commonwealth.

Persistent Effort Necessary

From the viewpoint of social unity in a democratic social order, this fundamental responsibility of public education must be continued with increased emphasis. While our Federal and State programs of literacy and citizenship education have, during the past seven years, reduced materially our total illiteracy and alien problems, it should be remembered that only seven years ago Pennsylvania had 187,942 foreign-born residents who were wholly illiterate; 101,051 foreign-born residents who were wholly unable to speak the English language; 36,517 native-white residents wholly unable to read and write the English language; and 434,330 foreign-born residents, twenty-one years of age and over, who had not been naturalized. Here is food for thought.

State Enumeration a Starting Point

In order to reach and teach our illiterates and aliens, however, our public school officials must know who they are and where they live. The State enumeration of aliens, and all who are illiterate in English, is designed to disclose these facts.

A Question on Collecting Per Capita Tax on Housewives

How can per capita tax be collected from housewives and others who have no personal property?

If the individual is employed the per capita tax may be collected from the employer of the taxable by notifying the employer to pay the tax out of the wages of the employe restoring to a suit in assumpsit if necessary. If the employe has personal property, the collector could levy in distraint against the personal property. These are the sole remedies for the collection of the tax.

Administration and Finance

DONALD P. DAVIS, *M.A., Ph.D.*
Director Bureau of Administration and Finance

SIXTY-SIX COUNTY BOARDS OF SCHOOL DIRECTORS ORGANIZE

Beginnings of a County Unit of School Administration Marked as First Boards Take Office

Superintendents Become Chief Executive Officers

One of the most significant of the laws enacted by the General Assembly of 1937 was the Act creating county boards of school directors. This measure is known as Act 157, and provides that each county, except Philadelphia where the city school district is co-terminus with the county, shall complete the organization of a county board of school directors by July 1, 1938. Under the terms of the Act the executive committee chosen by the county association of school directors in each county for the school year 1937-1938 becomes the first county board of school directors in each of the several counties, and the county superintendent becomes an ex-officio member and the chief executive officer of the board.

Local Representation Retained

Through the creation of these county boards of school directors there has been established the beginnings of a county unit of school administration. By requiring that the membership of these boards should consist of individuals who at the time they are chosen are serving as directors in some local school district, and by providing that they should be chosen by the vote of all the school directors serving in the districts under the supervision of the county superintendent, the principle of home rule has been maintained and those now holding membership on the several boards still retain their offices without having their authority in any way impaired by this new legislation.

Duties and Powers

In the main the duties of the county board are of an advisory nature. Among the more important of these duties are the approval or rejection of the county Superintendent's nomination of his assistant superintendents, advice in the formulation of annual budgets, assistance in the planning of unified routes of transportation, approval of sites for school building purposes, and formulation of plans for merging of school districts.

County Board of Vocational Education

Under the terms of a companion measure, Act 489, the county board of school directors also becomes the county board of vocational education. This Act clothes the board with power to organize the county as a unit for planning vocational programs, countywide for districts under county superintendents, and of putting to work the machinery for establishing, if deemed desirable, a new school or schools devoted to the furtherance of programs of this nature. To carry out the provisions of the Act it becomes possible to establish a new municipal unit, county-wide in area, and invested with powers of taxation and issuance of bonds.

Personnel of the New County Boards

Following are the county boards of school directors in Pennsylvania. In every case the members are listed in the order of President, First Vice-President, Second Vice-President, Secretary, and Treasurer, and the duration of the term of office is indicated in the last column. The last name in each Board is that of the County Superintendent of Schools who is Chief Executive Officer of the Board:

	ADDRESS	TERM
ADAMS COUNTY		
Roy M. Raffensperger	Biglerville No. 2	1942
Paul R. Rohrbaugh	Fairfield	1944
Clarence J. Waybright	Gettysburg No. 2	1940
Willis H. Lady	Biglerville	1942
S. Albert Culbertson	Gettysburg No. 2	1940
Ira Y. Baker, Supt.	Gettysburg	
ALLEGHENY COUNTY		
H. C. Ege	245 Avenue F, Forest Hills Wilkinsburg	1942
Ralph H. Demmler	450 Fourth Avenue Pittsburgh	1940
Frederic S. Brown	341 Stanford Avenue West View, Pittsburgh	1940
E. E. Barton	1718 Ridge Avenue Coraopolis	1942
A. D. Letchworth	Library	1944
Charles E. Dickey, Supt.	Pittsburgh	
ARMSTRONG COUNTY		
Dr. Colin Cameron	306 First Street, Apollo	1943
Ralph Hooks	349 Franklin Avenue Kittanning	1941
J. P. Stoekdale	Dayton No. 2	1939
W. Guy Woodring	Kittanning	1939
S. M. Richards	Freeport	1941
John A. Mechling, Supt.	Kittanning	
BEAVER COUNTY		
Charles A. Finley	Georgetown	1944
George D. Roberts	Koppel	1942
B. Albert Smith	Aliquippa	1940
John C. Irvin	540 East Reno Street Rochester	1942
Richard T. Shaffer	New Brighton No. 2	1940
E. D. Davidson, Supt.	Beaver	
BEDFORD COUNTY		
Charles R. Beegle	Bedford	1940
H. Somers Fischer	Hyndman	1942
Jason Blackburn	Osterburg	1942
M. N. Staily	Breezewood	1944
J. Clyde Sell	Martinsburg No. 1	1940
Lloyd H. Hinkle, Supt.	Bedford	
BERKS COUNTY		
Granville F. Frey	Berkshire Heights	1944
Charles H. Shaner	Boyertown	1942
Dr. Geo. W. Fahrenbach	Bernville	1940
Stephen S. Sehl	Fleetwood	1942
George W. Schuler	Fleetwood No. 2	1940
Alvin F. Kemp, Supt.	Reading	
BLAIR COUNTY		
L. B. Stoudnour	600 New Street Roaring Spring	1944
J. E. Lang	Williamsburg	1940
Ramey W. Slick	Roaring Spring, R. D.	1942
C. F. Jackson	Bellwood	1942
J. E. Dilling	Martinsburg	1940
M. Augustus Dively, Supt.	Hollidaysburg	
BRADFORD COUNTY		
H. A. Bosworth	LeRaysville	1940
Albert E. Madigan	Towanda No. 2	1940
W. W. Beaman	Troy	1942
George Gard	Towanda No. 5	1942
Gerald Shumway	Wyalusing	1944
J. Andrew Morrow, Supt.	Towanda	
BUCKS COUNTY		
Wallace J. Growney	Upper Black Eddy	1941
Walter S. Miller	Parkland	1943
Walter F. DeSashmutt	Fallsington	1939
Mrs. Grace H. Naylor	Wycombe	1941
Walter M. Carwithen	Doylestown	1939
J. Harry Hoffman, Supt.	Doylestown	
BUTLER COUNTY		
R. B. F. Regal	315 S. Main Street Butler	1942
Rev. George Cheeseman	Portersville	1940
C. B. Davis	Euclid	1942
John S. Jameson	Karns City	1940
L. G. Stoughton	Butler No. 1	1944
John T. Connell, Supt.	Butler	
CAMBRIA COUNTY		
Harvey C. Hunt	Conemaugh No. 1	1942
Dr. H. V. George	464 Wonder Street Johnstown	1940
M. W. Nedimyer	Flinton	1942
M. C. Lyneh	Lilly	1940
B. N. Palmer	Portage	1944
Arthur M. Stull, Supt.	Ebensburg	
CAMERON COUNTY		
Dr. Gerald V. Burns	Emporium	1944
Robert A. Taylor	Emporium	1940
T. S. Fulton	Sinnamahoning	1942
Mrs. Alice Dill	Sterling Run	1942
L. B. English	Driftwood	1940
C. Ebbert Plasterer, Supt.	Emporium	
CARBON COUNTY		
William C. Freundt, Jr.	237 West Broadway Mauch Chunk	1942
Frank X. Engler	327 Centre Street East Mauch Chunk	1942
Seth Dodson	Weatherly	1940
Herbert Weiss	Weissport	1944
Howard Smith	Parryville	1940
Stuart E. Prutzman, Supt.	Mauch Chunk	
CENTRE COUNTY		
George L. Newman	Milesburg	1940
Samuel Z. Miller	Philipsburg	1942
Thomas G. Stoltz	Howard	1940
R. D. Shoemaker	State College	1942
George H. McCormick	Centre Hall	1944
F. Glenn Rogers, Supt.	Bellefonte	
CHESTER COUNTY		
I. Devault Chrisman	Elverson, R. D.	1942
N. Leland Wilson	Downingtown	1940
Earl C. Supplee	West Chester, Box 505	1942
Lester N. Myer	West Chester	1944
R. H. Hutchison	Malvern, Box 186	1940
Clyde T. Saylor, Supt.	West Chester	

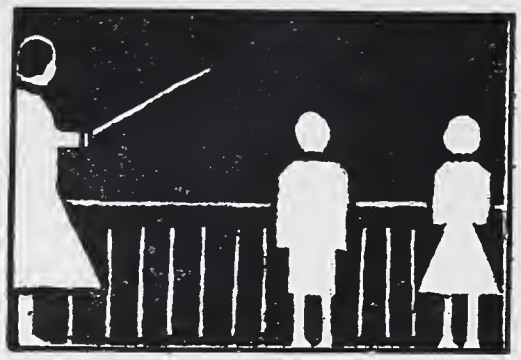
ADMINISTRATION AND FINANCE—Concluded

	ADDRESS	TERM
CLARION COUNTY		
Dr. Harrison Wellman	St. Petersburg	1940
A. C. Berlin	Knox	1944
Paul Lobaugh	Callensburg	1942
Robert Burnham	Corsica	1942
Banks Wiant	New Bethlehem	1940
Byrd M. Davis, Supt.	Clarion	
CLEARFIELD COUNTY		
W. C. Arnold	Houtzdale	1942
Walter Stewart	Kylertown	1940
Mrs. E. E. Hile	Curwensville, Star Route	1942
Hugh A. Lawbead	Hyde	1940
G. J. Bell	Mahaffey	1944
W. P. Trostle, Supt.	Clearfield	
CLINTON COUNTY		
T. E. Kessinger	Salona, R. D.	1942
M. M. Hills	Mill Hall	1940
W. W. Fogleman	Castanea	1944
Mrs. Gertrude Wheeler	Westport	1940
George H. Meyer	Booneville	1942
Newton L. Bartges, Supt.	Lock Haven	
COLUMBIA COUNTY		
T. C. Smith	Benton	1942
Edward R. Unangst	Catawissa	1942
John R. Klingaman	Shumans	1944
Bruce W. Derr	Bloomsburg No. 1	1940
Lester L. Beishline	Berwick No. 2	1940
William W. Evans, Supt.	Bloomsburg	
CRAWFORD COUNTY		
Free Linn	Espyville Station	1940
R. G. Agnew	Conneautville, R. D.	1942
Jesse Jackson	Centerville	1940
J. R. Abercrombie	Linesville, R. D.	1944
R. L. Shryock	Meadville No. 3	1942
P. D. Blair, Supt.	Meadville	
CUMBERLAND COUNTY		
Rev. W. E. Peffley	264 Walton Street Lemoyne	1944
Miss Carrie V. Brown	230 S. Front Street Wormleysburg	1940
P. E. Kemerer	Newville No. 3	1942
R. J. Hull	Mechanicsburg No. 3	1942
John R. Boyer	Mechanicsburg No. 1	1940
Ralph Jacoby, Supt.	Carlisle	
DAUPHIN COUNTY		
J. Ross Higgins	Wiconisco	1940
Elias H. Phillips	Harrisburg No. 3	1942
W. E. Habbyshaw	Hummelstown	1942
George M. Weaver	Millersburg	1944
Max A. Lauffer	Middletown No. 1	1940
I. D. App, Supt.	Harrisburg	
DELAWARE COUNTY		
Charles H. Russell	Broomall	1940
Arthur S. Linvill	Media No. 2	1942
Mrs. Harriet S. Marshall	Swarthmore & Yale Avenues Swarthmore	1940
Mrs. Editb A. Salmons	2804 Edgmont Avenue Parkside, Chester	1942
Raymond C. Martin	Linwood, Box 161	1944
Carl G. Leech, Supt.	Media	
ELK COUNTY		
Dr. Leo Z. Hayes	Force	1940
Harry E. Simons	Wilcox	1942
Harry A. Clyde	Hallton	1944
F. J. Schott	Johnsonburg	1942
Jay L. Vollmer	St. Marys	1940
O. G. F. Bonnert, Supt.	St. Mary's	
ERIE COUNTY		
Clarence T. Bryan	Lundys Lane	1942
Douglas M. Moorhead	North East No. 4	1940
O. O. Coon	North Girard	1942
Mrs. Sarah Sawdy	Platea	1940
C. C. Davis	Union City, Box 904	1944
Willis E. Pratt, Supt.	Erie	
FAYETTE COUNTY		
Walter S. Rhodes	Point Marion	1940
Dwight L. Dickey	Mill Run	1944
Joseph Daugherty	Fredericktown	1940
Springer Francis	Uniontown	1942
Joel S. Strong	Uppermiddletown	1942
Harry J. Brownfield, Supt.	Fairchance	
FOREST COUNTY		
A. S. Payne	Marienville	1940
Chester Zuendal	Starr	1942
F. A. Mascaro	West Hickory	1940
Mrs. Ruth D. Bovard	Tionesta	1942
Mrs. Daisy Ziegler	Endeavor	1944
Frank Watson, Supt.	Tionesta	
FRANKLIN COUNTY		
Edgar Snoke	Chambersburg No. 2	1942
Mason Riggs	Shippensburg No. 3	1940
J. W. Fitz	Waynesboro No. 4	1944
James M. Heckman	Chambersburg No. 3	1940
J. E. Hoke	Greencastle No. 2	1942
Raymond G. Mowrey, Supt.	Chambersburg	

	ADDRESS	TERM
FULTON COUNTY		
David E. Crouse	Webster Mills	1940
Orville Duvell	Crystal Spring	1944
R. B. Cromer	Knobsville	1940
H. E. Crissinger	McConnellsburg	1942
O. E. Litton	Hancock, Maryland R. D. No. 2	1942
Harold C. Welsh, Supt.	McConnellsburg	
GREENE COUNTY		
John M. Patterson	Waynesburg	1942
Gail Wood	Brave	1940
Thomas F. Ealy	Nineveh No. 1	1942
Charles R. Frye	Holbrook	1940
William P. Virgin	Clarksville	1944
Don C. Longanecker, Supt.	Waynesburg	
HUNTINGDON COUNTY		
Herman D. Smith	Mount Union	1944
F. D. Mark	Huntingdon No. 4	1940
Dr. H. C. Wilson	Warriors Mark	1942
Homer T. Wear	Orbisonia	1942
Harry Oaks	McAlevys Fort	1940
Joseph H. Neff, Supt.	Huntingdon	
INDIANA COUNTY		
C. F. Geasser	Marion Center, R. D.	1942
Frank Winsheimer	Indiana, R. D.	1942
Verner Holt	Marion Center	1940
C. L. Hudson	Creekside, R. D.	1940
Fred C. Ray	Penn Run, R. D.	1944
D. L. Winger, Supt.	Indiana	
JEFFERSON COUNTY		
Dr. W. A. Hill	Reynoldsville	1944
Rufus Himes	Brookville No. 3	1940
Russell Young	Mayport No. 3	1942
H. A. Weaver	Cloe, Box 42	1942
W. A. Kelly	Brookville	1940
John H. Hughes, Supt.	Brookville	
JUNIATA COUNTY		
H. E. Groninger	Port Royal No. 2	1944
S. R. McCormick	Thompsontown, R. D.	1942
J. Calvin Gray	Mifflintown, R. D.	1940
Mrs. D. F. Sausman	Thompsontown	1940
Leo W. McKnaight	Mifflintown	1942
Samuel M. Short, Supt.	Port Royal	
LACKAWANNA COUNTY		
Dr. A. P. Gardner	Elmhurst	1940
John Robertson	Moscow, R. D.	1942
John Flanagan	183 Gordon Avenue Carbondale	1944
Bert Lilies	Clark's Green	1940
Merle Antoine	Clark's Summit, R. D.	1942
Thomas Francis, Supt.	Scranton	
LANCASTER COUNTY		
J. G. Dommy	48 N. Queen Street Lancaster	1942
D. L. Gallagher	Peach Bottom No. 2	1942
Dr. D. W. Martin	Manheim	1944
J. H. Hibshman	Ephrata	1940
W. B. Bishop	Strasburg No. 1	1940
Arthur P. Mylin, Supt.	Lancaster	
LAWRENCE COUNTY		
P. M. Cox	Volant	1940
W. H. Grinnen	Wampum	1944
J. A. McClymonds	New Castle No. 6	1942
Roy DeArment	Bessemer	1940
George E. Lawrence	New Castle No. 6	1942
John C. Syling, Supt.	New Castle	
LEBANON COUNTY		
A. D. Ulrich	Palmyra	1944
Allen G. Keener	Schaefferstown No. 1	1940
Charles H. Spahr	Lebanon No. 5	1940
Rev. Geo. R. Deisber	Jonestown	1942
Edwin R. Noll	Myerstown	1942
Harry C. Moyer, Supt.	Lebanon	
LEHIGH COUNTY		
Lee E. Sieger	Coplay	1940
Howard W. Schnack	504 E. Church Street Slatington	1942
Ray A. Young	Coopersburg	1942
Harry P. Creveling	534 Hamilton Street Allentown	1940
J. Russell Moat	120 Second Street Catasauqua	1944
Mervin J. Wertman, Supt.	Allentown	
LUZERNE COUNTY		
Paul G. Kopeck	96 Church Street Edwardsville	1942
Mrs. Maude K. Adkins	Shickshinny	1942
Arnott L. Jones	40 Center Street Forty Fort	1940
Daniel D. Fine	Mountain Top No. 1	1944
E. M. Sanders	Wyoming	1940
A. P. Cope, Supt.	Wilkes-Barre	
LYCOMING COUNTY		
Dr. J. L. Mansuy	Ralston	1944
D. W. Shollenberger	Montgomery	1942
Phillip Antes	Williamsport No. 2	1940
Mrs. Alice Ellison	Hughesville No. 1	1940
Harry P. Keyte	Montoursville No. 1	1942
Frank H. Painter, Supt.	Williamsport	

	ADDRESS	TERM
McKEAN COUNTY		
Dr. Alvie R. Livermore	Smethport	1942
John F. McCool	Rew City	1940
Mike Ryan	Mt. Alton	1940
Andrew Bair	Ludlow	1942
John T. Cunningham	Rixford	1944
C. W. Lillibridge, Supt.	Smethport	
MERCER COUNTY		
J. A. Stranaban	Mercer	1944
W. S. Greer	Cochranton No. 3	1940
Ellis Stewart	Transfer No. 1	1942
Paul Pexton	Fredonia	1942
Lorenzo Craig	Sandy Lake	1940
W. M. Pollard, Supt.	Mercer	
MIFFLIN COUNTY		
John L. Pandel	Burnham	1942
Charles A. Lantz	Milroy	1944
Gideon Drake	Lewistown No. 1	1942
R. C. Bell	Lewistown No. 3	1940
John C. Fleming	Belleville, R. D.	1940
Elmer E. Sipe, Supt.	Lewistown	
MONROE COUNTY		
Cullen Yates	Shawnee on Delaware	1942
E. J. Kresge	Gilbert	1940
Nellie Okuno	Delaware Water Gap	1942
James S. Bunnell	East Stroudsburg	1940
Hugh Talmadge	Canadensis	1944
John H. Kunkle, Supt.	East Stroudsburg	
MONTGOMERY COUNTY		
J. Norman Zendt	Souderton	1940
William H. Faust	Ambler	1940
Harvey Tagert	Sassamansville	1944
Mrs. Anna Rodgers Latshaw	Royersford	1942
D. F. Greenawalt	Huntingdon Valley	1942
Abram M. Kulp, Supt.	Norristown	
MONTOUR COUNTY		
B. W. Leiby	Danville	1942
Homer Hartline	Washingtonville	1942
Stuart A. Hartman	Danville No. 4	1940
Charles R. Appleman	Danville No. 2	1944
Percy Hagenbuch	Milton No. 2	1940
Fred W. Diehl, Supt.	Danville	
NORTHAMPTON COUNTY		
Rev. F. Shafer	Tatamy	1943
A. W. Grey	Easton	1941
Asa McIlheney	Bath	1941
W. Schlegel	Bath No. 1	1939
Asher Dimmick	Hellertown	1939
George A. Grim, Supt.	Nazaretb	
NORTHUMBERLAND COUNTY		
Thomas L. Hoffman	Northumberland No. 1	1944
B. F. Long	Northumberland	1942
Raymond Wertz	Danville No. 5	1940
C. E. Witmer	Dalmatia, R. D.	1942
Harry Phillips	Sunbury No. 3	1940
C. E. Hilbish, Supt.	Sunbury	
PERRY COUNTY		
Wilson W. Ritter	Liverpool	1942
E. T. Charles	Duncannon, R. D.	1942
Dorf Thomas	Blain, R. D.	1940
Ralph L. Smith	Millerstown, R. D.	1944
B. F. Keller	New Bloomfield	1940
D. A. Kline, Supt.	New Bloomfield	
PIKE COUNTY		
George E. Darragh	Dingmans Ferry	1944
J. Vincent Kroll	Paupack	1940
Thomas A. Casey	Matamoras	1942
Julius W. Kiesel	Milford No. 1	1942
Lewis R. Smith	South Sterling, R. D.	1940
Chester B. Dissinger, Supt.	Milford	
POTTER COUNTY		
William H. Karschner	Galeton	1944
Roy Maurer	Ulysses, R. D.	1940
P. A. Meine	Galeton	1942
Mrs. Helen Fenner	Shinglehouse	1942
Mrs. Ethel Zundel	Galeton, R. D.	1940
Archibald P. Akeley, Supt.	Coudersport	
SCHUYLKILL COUNTY		
Harry W. Smith	Orwigsburg	1942
Oscar H. Boyer	Ringtown	1942
George Searer	Tremont	1940
Fred W. Fertig	Helfenstein	1944
John N. Meck	Orwigsburg	1940
Amos W. Zerbe, Supt.	Pottsville	
SNYDER COUNTY		
Jay Hassinger	Middleburg, R. D.	1944
Bruce Reichely	Selinsgrove, R. D.	1940
J. H. Shaffer	Mt. Pleasant Mills	1942
Chester M. Shaffer	Selinsgrove, R. D.	1942
O. P. Gill	Paxtonville	1940
Frank S. Attinger, Supt.	Middleburg	

(Concluded on Page 10)



INSTRUCTION

PAUL L. CRESSMAN, *B.S., Ed.D.*
Director Bureau of Instruction

A State Convention of Students and Principals

Pennsylvania Youth Are Invited to Express Views in Educational Problems

(Abstract from "The Weekly News Review," a national text for students of current history)

A short time ago, the secondary school principals in the state of Pennsylvania called together a group of sixty students for the purpose of finding out what these young people felt they were gaining from their school courses. The meeting was held in the spacious Education Building Forum, at Harrisburg, the State Capital. Teachers and educators from all over the State attended. The students sat in rows of seats facing the audience. A student chairman presided. For two hours, the students, including both boys and girls, briefly and clearly told what they considered to be the strong and weak points of their secondary school courses. It was apparent that they had devoted considerable thought to the subject, for they expressed themselves clearly and to the point.

Worthwhile Opinions

The meeting was refreshing, stimulating, informative. Naturally, secondary school students lack the experience and judgment which come with the years. Despite this, however, the Harrisburg meeting provided additional and convincing proof that youth is thinking seriously about its problems; that it does have ideas, and that many of these ideas are worthy of thoughtful consideration; in fact, they are being accepted by an increasing number of school authorities.

Desire Emphasis on Today's Problems

The main contention of most of the students at Harrisburg was that too many secondary school subjects deal with the past rather than with the present. It was repeatedly emphasized that less history, foreign languages, mathematics, and similar subjects should be given to students and that there should be more practical preparation for present-day living. It was suggested that a greater amount of time should be devoted to citizenship preparation, to problems of family budgeting and purchasing, to correct and effective speaking, to proper rules of etiquette and social conduct, to character education, to helping students choose and prepare for vocations. The point was also made that there should be more thought-provoking discussion in classrooms and not a mere recital of facts.

Youth Opinions Recognized

But it was not the specific ideas and opinions expressed at the Harrisburg gathering that made it distinctive. Its real significance lies in the fact that the principals of that State respect the thinking ability of their students to such a degree that they seek their views on the problems of secondary school education. Many similar meetings are being arranged in all parts of the State. This movement in Pennsylvania is symbolic of the growing influence and prestige of the younger generation. You who are in secondary school will continue to gain in power and influence if you always bear this fact in mind: The role which each one of us plays in helping to find a solution of the vital problems affecting our nation and ourselves depends almost wholly on the amount of interest and preparation which we devote to the study of public problems.

Thinking Should Begin Early

Too often, young people have an inferiority complex when it comes to discussing public problems. They feel that they are not qualified to express themselves about such matters; that they must wait until they become older. This is a false notion. If a young person reads and informs himself on public questions, and devotes thought to these questions, he should have no hesitation whatever in discussing them with people at any age. In fact, the young person who does not begin to take an active interest in discussing public problems when he is in secondary school may never begin. Thus there is no better time than now to start. And the meeting at Harrisburg offers a splendid example of what secondary school students, when they inform themselves, and when given the opportunity, are able to contribute to current thought.

CREATIVE IMPULSE

We are often astonished by the unexpected character of a child's drawing, by the melody of a child's song, or by the wisdom of a child's reasoning. Where everything is yet open, there things are always beautiful.

Open in all schools the path to creative effort, to the greatness of art. Replace banalite and despondency by joy and seership. Preserve the child from the grimace of life. Give him a bold, happy life, full of activity and bright attainments.

Surely such a new school must have a Great Teacher: We must feel that the Great Teacher will come not only in Love and Truth, but radiant with Beauty. In Beauty only are all the diverse spirit united.

—*N. K. Roerich*

A Prize Lesson on Safety

Winner in National Contest Describes Successful Classroom Method

What purports to be the most successful lesson on safety in the public schools of America, is that used by Miss Sue L. Miles, of Summerville, South Carolina, who was acclaimed winner in a nation-wide contest sponsored by the Highway Education Board.

The lesson described below has won for this teacher national honors in the eleventh of similar contests conducted annually among the elementary school teachers of the Nation. The lesson here described was pronounced the best among all those submitted.

The description of the lesson is in the words of the teacher herself:

A LESSON ON HIGHWAY SAFETY FOR THE CHILDREN OF MY COMMUNITY

A Typical Town

My school is located in a small town of 2,500 inhabitants. We have our traffic problems, however.

We live in a health resort and tourist town, situated twenty-two miles from our State metropolis and chief seaport. It has been estimated that as many as 50,000 persons visit our town in the spring to see our famous gardens.

Three state highways and a railroad pass through. We have nine miles of hard-surfaced roads within our town limits. From these roads and highways numerous unpaved roads branch in every direction developing points of acute danger.

We have no signal lights nor traffic policemen.

We have no streetcars, but a constant stream of automobiles and trucks fill our streets and highways.

The Need for Safety Brought Home

The children must be educated to be ever watchful of ever present dangers. When I read that 36,100 persons were killed and 895,280 were injured in 1935, I felt that this was a dreadful thing, but when a little girl of seven, was killed by a truck, I said in the words of one of our great insurance companies. "This murder on the highway must stop."

I felt the urge to make each little child for whom I, as teacher, was responsible, develop as far as possible, habits of safety.

The death of their little schoolmate was very sad and shocking to them. How did this terrible thing happen? How could it

INSTRUCTION —Concluded

have been prevented? These two questions formed an excellent beginning for my lesson.

The Plan for the Lesson

I worked out my plan thus:

An imaginary journey from each home to the school.

Rules to make drivers more careful.

Rules to make children more careful.

A scrap book to emphasize safety, made by each child.

All rules involving danger dramatized.

A visit to each neighborhood to estimate its dangers.

My plan was to teach each child, as an individual, to make each one feel personally responsible for himself and for others.

A Map of the Town

First I secured a map of the town. We arranged ourselves around this map, which we drew on the floor.

We then marked on the map all places which were of special danger. To illustrate:

Wherever one had to cross a highway.

Where a highway or street cross a railroad.

At intersections of highways or streets.

Where side streets came into highways.

Standing around the map, I called all who lived in a certain designated part of the town to group themselves together and we took an imaginary walk over this map from home to the schoolhouse, talking of the possible dangers and the necessary precautions. Each group in turn took the fancied journey.

Posters

We then arranged and made a number of posters which could be put up at the danger points, namely:

"STOP! WAIT! WATCH!

"Is it safe to go on?

"Better wait five minutes here, than five weeks in a hospital.

"He was killed here — only ten years old."

Rules of Safety Developed

I then discussed with the children what they thought could be done to help prevent accidents. Together we developed a set of rules for drivers and a set for children.

We developed these rules for drivers:

A driver must be able to stop his car promptly; he should have good brakes at all times.

A driver must not exceed the speed limit.

A driver must obey the highway signs.

A driver must look out for pedestrians, particularly children, everywhere.

A driver must do everything possible to avoid hitting persons who are walking.

If every driver would keep all of these laws we felt sure there would be fewer accidents.

We then agreed on these rules for children:

Always walk on the sidewalk, never in the middle of the street.

If you are crossing a street and cars are coming suddenly from both sides so that you feel confused, stand still.

If you must walk on a highway, walk on the left side, facing traffic.

If you are crossing a street with a group of children, keep together; don't scatter.

Never cross streets except at corners.

Never play in the streets.

Keep from between parked cars.

Never skate in the streets.

Always carry your skates until you reach the skating zone.

When you ride a bicycle keep to the right side of the street; never ride in the middle.

Never zigzag in the streets on your bicycle.

Never hold on to any moving car.

When riding a bicycle stop at crossings just as if you were driving a car.

Never run from behind a parked car or bus without looking both ways.

Walk, do not run, across streets.

If your ball rolls into the street, stop and look both ways before going after it.

If children will keep all of these rules there will be fewer accidents.

Rules Dramatized

The next step in our lesson was to dramatize all of these rules. The children took the parts of cars, trucks, buses, pedestrians, emphasizing and thinking of all emergencies pertaining to our community.

Scrapbook of Rules

Our activity then materialized into a desire to make these rules a permanent possession by putting them in the form of scrapbooks, or record books, as we called them.

To carry out my plan to make this an individual lesson for forming personal safety habits, I suggested that each child make a book.

Sixty books were made. The number of pictures brought and the originality of arrangement was most gratifying.

After thus going over the entire town I felt that many adults and children, in addition to my sixty pupils, had been made to realize the great importance of forming safety habits.

Individual education had been my purpose. I pray that each little mind has been so impressed with the sense of personal responsibility, that he will never be maimed or maim another, that he will never kill nor be killed, but live and let live by practicing safety at all times.

Psycho-Educational Clinic Approved at Slippery Rock State Teachers College

T. ERNEST NEWLAND
Chief, Division of Special Education

The State Council of Education at its regular meeting, April 8, approved the psycho-educational clinic at Slippery Rock State Teachers College. Dr. Orville C. Wrigley is director of the clinic. In all there are thirteen such clinics approved in Pennsylvania. Two additional state teachers colleges—California and Indiana—have approved clinics, while three others—Bloomsburg, Edinboro, and Kutztown—have on their staff persons properly certificated as psychological examiners or as public school psychologists, who are entitled by Act 478, to diagnose mentally retarded children and recommend them for special class placement or for exclusion from the public schools.

Other approved mental clinics are operated by the State hospitals at Allentown, Danville, Norristown, and Warren, Pennsylvania State College, Temple University, University of Pennsylvania, University of Pittsburgh, and the Pittsburgh Child Guidance Center.

Home-Making Education

The Department of Public Instruction is organizing a plan in cooperation with the Department of Agriculture to put into effect a course in consumer education in the public schools. The teaching of boys and girls in the upper grades of the public schools to purchase food, clothing, and other items efficiently and intelligently, needs to be greatly emphasized. This functional side of preparation for life has been long neglected. The course in consumer education will be initiated through the county advisers of home-making.

CONTRASTS IN GRADUATION EXERCISES

The Old Commencement	The New Commencement
Was planned by school officials.	**Is planned by the graduates.**
Consisted chiefly of an "address" by an imported speaker.	**Consists of a program by the graduates.**
Centered about no special or helpful topic.	**Centers about a topic of interest to pupils, parents and community.**
Was identical from year to year.	**Is original and attractive.**
Was used chiefly as an opportunity for "preaching" to the graduates.	**Is used as an opportunity for graduates to train themselves for self activity.**
Secured the passive interest of the graduates and community.	**Secures the active interest of the graduates and community.**
Made no effort to interpret the school to it patrons.	**Interprets vital school activities to citizens.**
Received no advance preparation.	**Receives preparation by large numbers of people throughout the year.**
Did not utilize the available resources.	**Utilizes the resources of the school, home, and community.**
Merely ended another school year.	**Makes a large contribution to graduates, school, and community.**

—NEA Journal

INSTRUCTION—Continued

MATERIALS OF INSTRUCTION

Some Curricula in Current Use in States and Districts

ALAN O. DECH
Adviser on Curriculum Construction

In previous numbers of the Pennsylvania Public Education Bulletin, the following lists of representative curricula have been presented: A. General; B. Agriculture; C. Art; D. Commercial Activities; E. English; F. Guidance; G. Health and Physical Education; H. Home Economics; I. Industrial Art; J. Kindergarten-Primary; K. Languages; L. Library; M. Arithmetic and Mathematics; N. Music; O. Science; and P. Social Studies (Elementary and Junior High School).

The following curricula in the fields of Social Studies, Homemaking, Adult Education, and Special Education are representative of many now being offered in various cities and states of America:

P.[3] SOCIAL STUDIES

Place	Title	Grade	Date
Arkansas State	The Marketing of Farm Products	9-12	1936 -
Atlanta, Georgia	A Curriculum Unit in Housing and Home Building as Part of a City-Wide Program for Building a Better Community	9-12	1936 -
California State	Introduction to Instructional Units in Consumer Buying	9-12	1936 -
Evansville, Ind.	Tentative Social Studies Course of Studies. World History	10-12	1936 -
Flint, Mich.	Modern Social Problems	12	1935 -
Idaho State	Tentative Courses of Study in Community Civics, Vocations and Social and Economics Problems for High Schools	9-12	1933 -
Idaho State	Tentative Course of Study in World History, Ancient and Medieval History, Modern History and American History for Senior High Schools	9-12	1932 -
Kalamazoo, Mich.	Outline of a Course in Personal and Social Problems for	10	
Kansas State	History and Social Science, International Relations	9-12	1933 -
Los Angeles, Calif.	Some Problems of American Citizenship	11	1935 -
Minnesota State	Supplement to Modern History	10	1935 -
New York	Economic Citizenship	9-12	1935 -
Oakland, Calif.	A Two-Year Integrated Course in Problems and Values of Today	11-12	1935 -
Oakland, Calif.	Business Problems	9-12	1935 -
Oakland, Calif.	Teacher's Outline and Guide for Course in Contemporary Problems		1935 -
Port Arthur, Texas	Tentative Course of Study in Social Studies	10-11	1936 -
South Dakota State	Social Studies Courses for Secondary Schools	9-12	1934 -
Virginia State	Tentative Outline of the Content of Social Studies	8-11	1935 -
	HOME MAKING		
Florida	Home Economics Course	7-12	
	ADULT EDUCATION		
Arkansas	Changing Attitudes Through Additional Education		1935-36
Pennsylvania	Parent Education		1935 -
	SPECIAL CLASSES		
Minneapolis, Minn.	Course of Study in Special Education for Retarded Children	K-6	1933 -
Pennsylvania State	Organization and Administration of Special Education Classes for the Orthogenic Backward		1935 -
Pennsylvania State	Sight Conservation and Sight-Saving Classes		1935 -

Reading maketh a full man.
Conferences maketh a ready man.
Writing maketh an exact man.
—*Francis Bacon*

The modern college is not a group of buildings, but an assemblage of human souls vibrant, glowing, and growing as the ages roll.
—*Lester K. Ade*

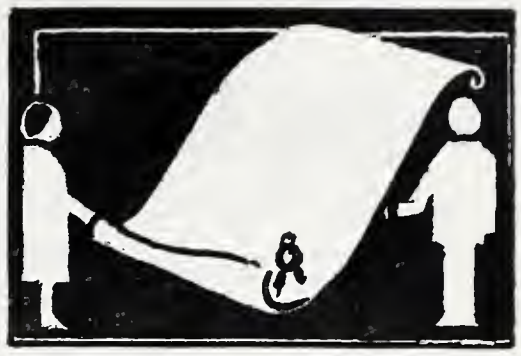
Sixty-Six County Boards of School Directors Organize

(Concluded from Page 7, Column 3)

	ADDRESS	TERM
SOMERSET COUNTY		
J. S. Rhoads	Stoystown No. 1	1940
John D. Peck	Fort Hill No. 1	1942
J. B. Dumhauld	Rockwood No. 3	1940
James E. Walker	Garrett No. 1	1942
W. C. Rhoads	Somerset No. 5	1944
Guy N. Hartman, Supt.	Somerset	
SULLIVAN COUNTY		
Sidney Fox	Eaglesmere	1944
Frank Meylert	Laporte	1942
Lyman Snyder	Eldredsville	1940
A. F. Snyder	Dushore	1942
B. F. Crossley	Dushore	1940
John M. Lumley, Supt.	Dushore	
SUSQUEHANNA COUNTY		
Paul Walworth	New Milford	1940
Rupert Grant	New Milford, R. D.	1942
Herman H. Otto	Brooklyn	1942
K. I. Norris	South Montrose	1940
O. L. Watkins	Hallstead	1944
Frank A. Frear, Supt.	Montrose	
TIOGA COUNTY		
Mrs. May A. Smith	Elkland	1944
Frank E. Snyder	Liberty	1942
A. H. Vosburg	Mansfield	1940
Mrs. Clara McIntosh	Mansfield	1942
Fay Furman	Wellshoro	1940
Walter G. Clark, Supt.	Wellshoro	
UNION COUNTY		
Lewis E. Walter	Mifflinburg	1940
Rev. Greene Shively	Millmont	1940
H. U. Heckart	Lewishurg No. 1	1942
John W. Thressel	Mifflinburg	1944
Mrs. Fred Slack	Lewishurg	1942
Frank P. Boyer, Supt.	Mifflinburg	
VENANGO COUNTY		
R. F. Carter	242 Rocky Grove Avenue Franklin	1944
John Neidel, Jr.	Oil City No. 1	1942
C. A. Riddle	Grove City No. 3	1940
R. J. Borland	Rouseville	1940
H. W. Hoover	Polk	1942
L. H. Peffer, Supt.	Franklin	
WARREN COUNTY		
H. W. Walchli	Clarendon	1944
Mrs. Elizabeth Hawkey	Tidioute	1942
H. A. Fehlman	Russell	1942
Mrs. Allene Briggs	Sugar Grove	1940
C. V. Pierce	Torpedo	1940
Horace L. Blair, Supt.	Warren	
WASHINGTON COUNTY		
J. P. McCune	Ellsworth	1942
C. K. Chalfant	Belle Vernon	1942
Jay G. Nclan	Claysville No. 1	1944
John C. Farrer	McDonald No. 4	1940
J. D. Polen	Avella	1940
J. L. Roberts, Supt.	Washington	
WAYNE COUNTY		
Robert Rayner	Moscow	1941
Raymond Leet	Starrucca No. 1	1939
Harry Blake	Honesdale	1939
Mrs. Mary G. O'Neill	Pleasant Mt. No. 1	1943
Mrs. Warren P. Murphy	Hawley	1941
A. H. Howell, Supt.	Honesdale	
WESTMORELAND COUNTY		
Robert M. Carson	510 Alexander Street Greenshurg	1942
William K. W. Hansen	Emma Street, Penn Station Jeannette	1940
Mrs. Theresa George	Derry	1944
Russell K. Armor	Herminie	1942
Thomas Barnes	1326 Ashland Avenue Greensburg	1940
Charles F. Maxwell, Supt.	Greenshurg	
WYOMING COUNTY		
T. R. Gregory	Dalton No. 2	1942
J. D. Smith	Meshoppen	1942
Gale Clark	Alderson	1940
Howard Sends	Tunkhannock	1940
D. C. Harding	Tunkhannock	1944
Edwin H. Kehrli, Supt.	Tunkhannock	
YORK COUNTY		
Walter L. Trout	Felton No. 1	1942
Frank W. Zeigler	Manchester	1942
David R. Fink	Red Lion	1940
Henry M. Crone	Wellsville	1940
Mrs. Helen B. Denner	Spring Grove	1944
Harvey E. Swartz, Supt.	York	

PROFESSIONAL LICENSING

JAMES A. NEWPHER, *M.A., Ph.D., LL.D.*
Director Bureau of Professional Licensing



Report of Activities of the Optometrical Examiners' Board

DR. J. F. NEILL
Secretary, State Board of Optometrical Examiners

With reference to our Board and our work, I believe we are all in agreement that the strengthening of our law from time to time, through proper legislative enactments, is very necessary; but we must not lose sight of the fact that, regardless of any new laws or amendments that you may sponsor, such laws and amendments will prove valueless unless properly interpreted and properly enforced. Throughout Pennsylvania, there is practically one hundred percent compliance with our interpretation of the recently enacted amendments to the optometry act.

Branch Office Practice

With reference to the question of branch office practice and the amendments regulating this practice, I wish to report that insofar as we know this irregularity has been completely eliminated. My report would be incomplete unless I included the matter of classified telephone directory listings. This matter has also caused much legal controversy. We have, however, succeeded in convincing the members of the bar that the listing of corporations and lay firms under the classification of "Optometrists" is illegal, with the result that all such listings are now being canceled.

Enforcement

With further reference to law enforcement and other Board activities, this Board has conducted approximately twenty-six hearings, resulting in the suspension or revocation of nine licenses. In cases where licenses were not either suspended or revoked, the reasons were sufficient to warrant such cases being placed on probation.

Board Meetings

We have held twelve meetings and have received and answered approximately fifteen hundred letters, the subject matter of which included law enforcement, complaints of violations, law interpretation and opinions, school and college recognition, and questions regarding examinations. A considerable portion of this correspondence emanated from lawyers, advertising agencies, and others concerned with advertising.

From June 1, 1936, including September 30, 1937, 117 candidates were granted permission to take the State Board Examinations. Approximately eighty-five were granted licenses. Over 1600 registrations were recorded for the year of 1937.

Registration of Students

The registration of optometry schools has also occupied our attention. The members of this Board recognize the importance of this vital matter. We realize that the only excuse for professional licensing in any field is because of the special educational background required of the applicants for licensure. It is our conviction that optometry schools should be required to maintain standards of teaching comparable with that of contemporary professions. It is not the intention of the members of this Board to infer that we have any special qualifications to set ourselves up as an accrediting agency. We do, however, recognize the presence of certain standards in the field of education and cannot appreciate why Optometry Boards should accept anything less than the accepted standards of teaching.

Upon this premise, the State Board of Optometrical Examiners in this Commonwealth has adopted the policy of requiring all schools preparing students for the practice of Optometry in this State to register with this Board. The Board has prepared a new application form for this purpose, and no application will be considered unless accompanied with sufficient evidence that all requirements of this Board have been fully complied with.

High Standards

We especially urge that schools desiring recognition in Pennsylvania be adequately equipped with laboratory facilities for teaching the basic sciences, and that the faculty is adequate and possessed with the necessary educational background to warrant the proper teaching of this laboratory work.

There are many other phases of our work, which are of a routine nature, that could not possibly be included in a report such as this, and which would be of little or no interest to the members of this association if same could be included.

Barber Service Rises

Standards Improving Under Constructive Regulations

Barbering is one of the oldest vocations in the history of the world. Some of the earliest written records of Egypt, China, Greece, and Rome, refer to the practice of barbering, and several passages of the Bible allude to barbers and their craft. After enjoying an enviable reputation in the leading nations of the world from before the Christian era to about the middle of the Eighteenth Century, the calling reached the lowest status in its interesting history.

1887

One of the earliest steps in the reestablishment of the occupation was the first convention of The Journeymen Barbers International Union held in Buffalo, New York, on December 5, 1887. This was a movement to raise the economic standards. This organization has always been in the forefront in the fight for higher professional standard and general recognition.

1897

In 1897 the first barber license law was passed in Minnesota. This was the most vital step in regulating sanitation in the practice of barbering and specifying qualifications of operators. The establishment of the first barber school, in Chicago, later, the publication of the first manual on the proper practice of barbering, are other steps forward in establishing the calling on a higher plane of public service.

1924

In 1924 The Associated Master Barbers of America was organized in Chicago, Illinois. The purpose of this organization was to sponsor a program having for its object the fostering of higher standards in every phase of the practice and its allied industries.

1925

In 1925 this organization established an Educational Council, for the purpose of uplifting and standardizing barbering. Some of the achievements of this council were: Standardization of better class barber schools, which must have instructors qual-

(Continued on Page 18, Column 3)

Teacher Education and Certification

HENRY KLONOWER, *M.A., Ped.D.*
Director Teacher Education and Certification

The Teachers College Movement and Its Problems

(Abstracts from the address by Dr. Lester K. Ade, Superintendent of Public Instruction, at the West Chester Alumni Reunion, Sixty-eighth Annual Convention, American Association of School Administrators.)

Broad Outlook

Our meeting here in the midst of the great convention of the American Association of School Administrators, in my opinion, has real significance. It is evidence of the fact that the profession of teaching is rapidly outgrowing provincial limitations and is becoming increasingly characterized by broad perspective and long vision.

From Normals to Colleges

The first Normal School to become a State Teachers College was Albany, New York, in 1890. The young people educated here dealt almost exclusively with children in the upper age levels. Ypsilanti, Michigan, followed in 1897 when it developed its four-year curriculum for secondary school teachers, teachers and supervisors of special subjects, and then later extended its elementary curriculum to four years. Emporia, Kansas, in 1904; Terre Haute, Indiana; Kirksville, Missouri; four schools in Illinois, in 1907; and Greely, Colorado, joined the Teachers College Movement in 1911. It becomes obvious at once that the movement to provide more extended and richer opportunities for the education of the American teacher is a recent one, and its phenomenal growth can be explained only on the grounds that it is truly an expression of a free people to provide the best instructional service for the children in its public schools.

Four Kinds of Education for Teachers

In preparing teachers for the public schools, the Teachers College must give its students four kinds of education: a liberal education, a social education, technical education, and a philosophical outlook.

Professional Morale of Faculties

The academic and professional preparation of the faculties of the State Teachers College is just cause for commendation on the part of those who study the development of these institutions. The professional growth parallels the growth of the institutions themselves. Less than fifteen years ago not more than ten per cent of the instructional staffs had completed preparation beyond the baccalaureate degree, while today practically eighty-five per cent have not only earned their masters' degree, but more than ten per cent have earned their doctorate.

This does not tell the whole story. Travel, research, participation in the affairs of the Government, authorship, all give evidence of the scholarly attitude of the men and women who carry on the instructional service of the institutions. The task still remains of further increasing the scholarly accomplishments, and the development of broader visions of the affairs of life.

Higher Aims

Therefore, in the record of the last twenty years of the Teachers College Movement there is much of significant and substantial progress. The Teachers College fully realizes the fact that it has a task committed to it, second in importance to that of no other institution of higher learning in America. It will not be satisfied with students of less native ability and preparation than those found in our best professional schools; neither will it be content to give instruction of any quality except that equal to the best offered by our colleges and universities for other professions.

The goal of the Teachers College is adequate education of teachers, and the selection of these teachers from the best that our country can afford. The Teachers College, therefore, will not be satisfied until this objective is attained.

Pre-Service and In-Service Education

The responsibility of maintaining a continuous supply of dynamic young men and women for the teaching service must be faced squarely. But this is only half of the problem. There remains the task of stimulating teachers in service to continue their growth in terms of a developing education program. The effectiveness of the pre-service and in-service teacher education program in any state determines the quality of the instructional service.

Program in Continuous Evolution

There has never been any such situation as a stationary program. Where the needs for service constantly change the agencies that render the service must be alert to the demands of the various situations. The education of teachers is similarly a developing program. What is new today is old tomorrow, but not worthless. It is senseless to condemn the bridges that have made prog-

(Continued on Page 17, Column 3)

Teacher Education and Certification

DR. HENRY KLONOWER
Director, Teacher Education and Certification

All activities in the field of Teacher Education and Certification are centered in the Office of Teacher Education and Certification. In this office three main services are included: Teacher Education, Teacher Certification and Teacher Placement.

Responsibility in connection with the maintenance of proper standards of teacher education in institutions of higher learning includes all such activities in the liberal arts colleges and universities, and the State teachers colleges, together with direct supervision of the fourteen State teachers colleges. The teacher division has charge of the issuance of all teachers' certificates; maintains standards of in-service education of teachers through institutes and extension courses; evaluates credentials of all applicants for teachers' certificates, and operates a teacher placement service which makes it possible for superintendents and boards of school directors to get in touch with competent and properly prepared teachers and supervisory officials.

All credentials for administrative and supervisory officials are evaluated and commissions issued to qualified county, district, assistant county and assistant district superintendents and supervising principals. Certificate for both elementary and secondary school principals are issued. Reciprocal relationships in the field of Teacher Certification are developed with other states. Studies are prepared on the supply and demand of teachers. Subjects and fields taught by all teachers in Pennsylvania are checked on the applications for appropriation, on the basis of which State subsidy is allocated each year to school districts. Teacher-guidance service is provided. Cumulative records of all teachers, past and present, are maintained. Applications are evaluated and action recommended to the State Council of Education for the establishment of institutions of higher learning, and also for the extension of degree granting authority.

SUMMER-HOLIDAY COURSE

The University of Debrecen, Hungary, will hold a summer-holiday course from August 1 to 18, 1938. This course was inaugurated in 1927 and has become popular among European holiday courses, attracting in 1937, 733 students from 22 countries.

TEACHER EDUCATION AND CERTIFICATION—Concluded

Summer Session Schedules for Colleges Announced

The following schedule shows the time schedule for the summer session of Pennsylvania's forty-eight teacher education institutions that have been accredited by the State Council of Education:

COLLEGE	SESSIONS Pre-Session	Regular-Session	Post-Session
Albright College		July 5 to Aug. 8	
Allegheny College	June 14 to July 22	July 25 to Aug. 26	
Beaver College		June 23 to Aug. 4	
Bucknell University		June 27 to Aug. 5	
Carnegie Tech		June 20 to July 25	
Carnegie Tech		June 1 to Aug. 8	
College Misericordia		June 24 to Aug. 1	
Drexel Institute		June 27 to Aug. 1	
Duquesne University		June 27 to Aug. 5	
Elizabethtown College	May 30 to June 13	June 20 to July 25	
Geneva College		June 15 to Aug. 12	
Gettysburg College		June 20 to Aug. 3	
Grove City College		June 27 to Aug. 1	
Immaculata College		June 23 to Aug. 2	
Juniata College		June 15 to Aug. 12	
Lebanon Valley College		June 20 to July 29	
Lehigh University		July 5 to Aug. 13	
Marywood College		June 27 to Aug. 5	
Mercyhurst College		June 27 to Aug. 5	
Moravian College	June 13 to July 1	July 5 to Aug. 12	Aug. 15 to Sept. 2
Mount Mercy College		June 27 to Aug. 5	
Mount St. Joseph College		July 6 to Aug. 12	
Muhlenberg College	June 13 to July 1	July 5 to Aug. 12	Aug. 15 to Sept. 2
Pennsylvania State College	June 7 to 24	June 27 to Aug. 5	Aug. 8 to Aug. 26
Rosemont College		June 28 to Aug. 9	
Seton Hill College		July 5 to Aug. 12	
State Teachers College, Bloomsburg	Aug. 1 to 15	June 20 to July 25	
State Teachers College, California		June 20 to July 25	Aug. 1 to 15
State Teachers College, Clarion		June 20 to July 25	Aug. 1 to 18
State Teachers College, E. Stroudsburg		June 20 to July 25	Aug. 1 to 15
State Teachers College, Edinboro		June 20 to July 25	Aug. 1 to 15
State Teachers College, Indiana		June 20 to July 25	Aug. 1 to 15
State Teachers College, Kutztown		June 20 to July 25	Aug. 1 to 15
State Teachers College, Lock Haven		June 20 to July 25	Aug. 1 to 15
State Teachers College, Mansfield		June 27 to Aug. 1	Aug. 8 to 22
State Teachers College, Millersville		June 20 to July 25	Aug. 1 to 15
State Teachers College, Shippensburg		June 20 to July 25	Aug. 1 to 15
State Teachers College, Slippery Rock		June 20 to July 25	Aug. 1 to 15
State Teachers College, West Chester		June 20 to July 25	Aug. 1 to 15
St. Thomas College		June 20 to Aug. 23	
Susquehanna University		June 27 to Aug. 5	
Temple University	June 7 to 23	June 27 to Aug. 5	Aug. 8 to 24
Thiel College		June 13 to July 22	
University of Pennsylvania		June 28 to Aug. 9	
University of Pittsburgh	June 20 to July 1	July 6 to Aug. 12	Aug. 15 to Sept. 2
Villa Maria College		June 27 to Aug. 5	
Villanova College		June 27 to Aug. 1	
Washington and Jefferson College		June 13 to Aug. 1	
Waynesburg College		June 20 to Aug. 19	

Speakers for Teachers College Commencement

Over 1,000 to Receive Degrees

The speakers for the Annual Commencements of the State Teachers Colleges which were held during the last week in May, represented many institutions of learning. About 1,080 graduates received degrees in education and some 875 were awarded State Standard Limited Certificates to teach in the public schools of Pennsylvania.

Speakers Listed

The following table gives the names of the speakers for the several colleges and indicates the date of the Commencement and the number of graduates to receive degrees and certificates from each institution:

Speaker	Number Degrees Granted	Number of State Certificates Issued
BLOOMSBURG		
Dr. Jessie H. Newlon, Professor of Education and Director of Lincoln Experimental School, Teachers College, Columbia University, New York City	104	
CALIFORNIA		
Dr. Gilbert W. Mead, President, Washington College, Chestertown, Maryland	73	
CHEYNEY		
Dr. Mordecai W. Johnson, President, Howard University, Washington, D. C.	37	
CLARION		
Dr. William Mather Lewis, President, Lafayette College, Easton, Pa.	13	
EAST STROUDSBURG		
Dr. Daniel Poling, Pastor, Baptist Temple, Philadelphia, Pa.	100	
EDINBORO		
Dr. William Mather Lewis, President, Lafayette College, Easton, Pa.	30	
INDIANA		
Dr. Herman Lee Donovan, President, Eastern Kentucky State Teachers College, Richmond, Ky.	138	
KUTZTOWN		
Dr. Henry Klonower, Director, Teacher Education and Certification, State Department of Public Instruction	64	
LOCK HAVEN		
Dr. S. J. Weher, Associate Superintendent of Schools, Pittsburgh, Pa.	41	
MANSFIELD		
Dr. Ambrose L. Suhrie, Professor, Teachers College and Normal School, New York University, New York City	91	
MILLERSVILLE		
Mr. Eugene P. Bertin, Department of Public Instruction, Commonwealth of Penna.	95	
SHIPPENSBURG		
Dr. Roscoe West, President, State Teachers College, Trenton, New Jersey	62	
SLIPPERY ROCK		
Dr. Roscoe West, President, State Teachers College, Trenton, New Jersey	65	
WEST CHESTER		
Dr. Charles Ellwood, Department of Sociology, Duke University, Durham, N. C.	169	

STATE LIBRARY and MUSEUM

JOSEPH L. RAFTER, *M.A., LL.M., J.D., J.S.D.*
Director State Library and Museum

ACTIVITIES IN ARCHIVES DIVISION

COL. HENRY W. SHOEMAKER
Chief, Division of Archives

During a recent month about 175 letters and cards pertaining to military service were answered in the Archives Division of the State Library and Museum. More than 100 investigations were made by letter on military, historical, and geneological matter. Twelve investigations were made personally. Three military certificates for Revolutionary War service were issued. Militia Fine Books and Court Appeal Dockets of the Revolutionary War period were identified, labeled and boxed accordingly. Progress was made in the indexing of the first four volumes of the Eighth Series of the Pennsylvania Archives. Checking of the consolidated index of the Provincial, Revolutionary, and post Revolutionary Papers was completed. Maps and miscellaneous manuscripts were cataloged and filed. Cataloging of the Bates Collection of the Civil War material was continued. Special research was made for the Swedish Tercentennial Commission, Pennsylvania Historical Commission, and the Department of Military Affairs. Six hundred eighty-three clippings were classified and mounted. Accessions included: (1) Wagner Collection; (2) Copy of Presses and Printers of Newtown before 1868; (3) Copy of Prominent Americans of Swiss Origin; (4) Reproduction of Picture of Chief Cornplanter; (5) Manuscript—The Founding of the Pennsylvania Railroad; (6) Parochial Reports for 1936 and 1937 of St. Paul's Evangelical Church.

Pennsylvania's Indians "A Floating Population"

At the present time, there is a floating population of about 200 Indians on the sole remaining Indian grant in Pennsylvania, which is located in Warren County, in the northwestern corner of the State, close to the New York state line. Many of these Indians are absent from the reservation for a year or two at a time, traveling in circuses to Europe, Wild West shows, appearing in the movies, or making long trips to sell patent medicines and relics.

Descendants of Chief Cornplanter

Generally, there are about 100 Indians on the reservation constantly, and the entire group are direct descendants of Chief Cornplanter, to whom this reservation was

(Continued on Page 15, Column 3)

State Museum Art Exhibit

GERTRUDE B. FULLER
Assistant Director, State Library and Museum

Thirty-five paintings by contemporary artists and circulated by the Contemporary Arts Gallery were exhibited in the State Museum during April. This exhibit was arranged for and sponsored by the Harrisburg Art Association. An exhibit of paintings, photographs, sculpture, and other historical material suitable to the observance of the "New Sweden" Tercentenary, was also arranged.

Two excellent pieces of Swedish Art were presented to the State Museum, by the Governor, to be placed in the "New Sweden" Tercentenary exhibit. The art pieces were modeled by the foremost sculptor of Sweden today, A. Moretti, and were presented on the occasion of a visit to Sweden. One was a portrait bust of King Gustaf V, the present king of Sweden; the other, a charming head of an ecclesiastical official, a study of a face radiating happiness.

Educational Museum Opened

The new Museum in the Interior Department Building in Washington, D. C., contains more than 1,000 specimens, nearly 500 special photographs, 250 maps and charts, 100 models, twelve large wall maps, eleven dioramas, eight murals, and 1,450 hand-lettered labels have been utilized in completing the exhibit housed in ninety-five cases covering 11,750 square feet of floor space, on the first floor of the building. The exhibits portray the history, functions and services of the agencies in the Department.

Visitors to the Museum are welcome (there is no admission charge) from 9 A.M. to 4:30 P.M., on week days, and from 1 P.M. to 4:30 P.M. on Sundays.

Subject Headings in Education

Of lists of subject headings there can never be too many for the cataloger, and here is a new one that is "different." It lists not only the headings with tseir "see also's" and "refer from's" but it selects, defines and illustrates them. The vocabulary in the field of which this book, "Subject Headings in Education", treats, has grown from a comparatively limited list to one so large that a guide of this sort is a necessity.

The book furnishes a scientific tool which insures the systematic selection of subject headings while providing for the alphabetic arrangement for these headings. To this end the board headings are distinguished from the more minute by being grouped in a logical arrangement which serves to show the relationship between major and minor subject groups, and to permit their being chosen comparatively, and with consistency, in the use of terms.

"Subject Headings in Education" is published by the H. W. Wilson Company, 950 University Avenue, New York City.

Subject Index to Readers

One of the chief purposes in teaching boys and girls to read is to enable them to enrich experience and to satisfy interests through the use of books. "Subject Index to Readers" is making it possible for many schools to provide both recreational and directed reading activities for pupils. Since much of the material (for primary grades) which can be read with ease and understanding is in readers and is usually quite brief, it has not been indexed by subjects in printed book lists or library catalogs. Although individual teachers and librarians have kept notes of stories found useful in the study of certain units, a more comprehensive index of material found in the best and most used readers has been needed for some time.

"Subject Index to Readers" is concerned chiefly with the wide use of books in the study of specific problems and provides genuine help for teachers who organize classroom activities on that basis. The materials found in readers for the first three grades are of great value to teachers and school officers in suggesting topics for study in the lower grades, in locating materials for use in enriching the study of numerous problems, and in ordering books which will supplement available materials.

Most of the 285 readers indexed are based on modern educational methods and have been copyrighted or revised within the last ten years. In the list of readers which precedes the index proper, author, title, publisher, date, and price are given for each. Twenty readers, designated by two stars, are suggested for first purchase by small libraries, and about forty-five others are suggested for second purchase.

Nearly 4,000 citations of the indexed readers are listed under about 1,000 different subjects—from "Accidents—Prevention" to "Zoos." There are many cross-references throughout the book.

The index is published by the American Library Association, 520 North Michigan Avenue, Chicago, Illinois.

PENNSYLVANIA IN HISTORY

FRANK W. MELVIN, B.S., LL.B.
Chairman Pennsylvania Historical Commission

Independence Day

July 4, 1938

LESTER K. ADE
Superintendent of Public Instruction

Inscribed on the historic Liberty Bell in Independence Hall, Philadelphia, are these words, which have proved so significant in America's destiny:

Proclaim Liberty Throughout the Land
Unto All the Inhabitants Thereof

July 4, 1938 is observed as the 162nd anniversary of the Declaration of Independence, and we do well to reflect upon the important meaning of independence in our contemporary life.

Americans have not always been free; but we are free now, and shall remain free as long as we understand and appreciate the responsibilities which that freedom imposes upon each of us. The Declaration of Independence on July 4, 1776 presaged the development of a theory and a policy which had to be worked out in opposition to the ideas that had then long dominated the civilized world. On this theory and policy the key-note was Freedom—freedom of the individual, in order that he might fulfill his destiny in his own way; freedom in government, in order that the human faculties might have free course; and freedom in commerce, in order that the resources of the earth might be developed and rendered fruitful in the increase of human wealth, contentment, and happiness.

Our Government Is New to the World

The Declaration of Independence was and is the American Charter of the rights of man; and it became, continued, and will forever remain one of the foundation stones of the Republic. After our Independence was achieved, our plan of popular government was devised new to the world, and new to history, a plan under which we have become a mighty nation, and to which we Americans are passionately, yet with clear understanding, devoted.

Let Us Make Democracy Work

To us falls the opportunity of making democracy work. Ours is the breath-taking, human adventure of actually promoting justice, creating domestic tranquillity, providing for the common defense, and attaining the general welfare and the blessings of liberty. It is in celebration of a revolution devoted to these ends that we dedicate this occasion.

Today, the ideal of human liberty, which, of course, has never been fully achieved, cannot be protected merely by words. Nor can it be preserved for posterity by suppressing those who have lost faith in democracy. The ideal of government dedicated to the achievement of the general welfare through

(Continued on Page 18, Column 3)

TEACHING LOCAL HISTORY, THEME OF STATE CONFERENCE

SYLVESTER K. STEVENS
Historian, Pennsylvania Historical Commission

The Pennsylvania Historical Commission cooperated with the Pennsylvania State College in presenting a conference on the teaching of history in the public schools at the College April 25th. The conference was the last of a series which have been held during the month and which have attracted the attention of teachers and local historians.

More Local History in Public Schools

The program of the conference was designed especially to emphasize problems connected with presenting Pennsylvania history in the public school program. The morning program, held at 10:15 in the Home Economics Auditorium of the College, presented Earl W. Dickey, of the Altoona High School, in a discussion of the use of Pennsylvania history in that school system. Mr. S. L. Denniston, of the Westmoreland-Fayette County Historical Society, discussed means of cooperation between the local historical societies and the public schools. Mr. S. K. Stevens represented the Pennsylvania Historical Commission at the meeting. All public school teachers and local historians of the surrounding territory were invited to attend.

A Question on the Collection of Tax Penalties

On October 1st, five per cent is added to all delinquent property tax. If still unpaid by May 1st, the collector gives same to the county delinquent tax collector. However, he turns in straight tax only and asks the secretary to relieve him of the five per cent added. The question is has the secretary the right to drop this five per cent from the records?

Under the law, the tax collector returns uncollected taxes on real estate to the County Commissioners. In our opinion, the collector should include in the amount returned to the County Commissioners not only the original taxes at face amount, but also the penalty which became a part of the tax on October 1 of the previous year. The collector is entitled to the exoneration of the amount so returned, which includes the taxes and the penalty.

PENNSYLVANIA INDIANS A FLOATING POPULATION

(Concluded from Page 14, Column 1)

granted in consideration of his services to the white man in obtaining the northwest or "chimney corner" corner of Pennsylvania by treaty. At the same time these Indians come from many different tribes, mostly of the Seneca group of the Six Nations. They live in small one or two room cabins, cultivate small gardens, and sometimes do a little farming, but most of their income is obtained as above described, traveling from place to place.

Indian School House

The State of Pennsylvania maintains a schoolhouse to educate these Indian children in the primary grades, and there are now about ten Indian children of school age attending classes. The Pennsylvania Indians are not wards of the nation, but are citizens of Pennsylvania, but are exempt from all taxes, game and fish laws, etc. They are governed by a chief who holds office for life, and when he dies the Council selects his successor.

Fond of Sports

The Pennsylvania Indians are fond of sport and engage in games of Long Hall which is something like LaCrosse; Snow Snake and contests with the bow and arrow. They are fond of hunting and fishing and prefer the meat of animals killed with the bow and arrow to that shot by the leaden bullet.

Work Is Done

Formerly the Indians worked a great deal in the lumbering woods, and making rafts, but this is all done. Many of them volunteered their services in the Civil and the World Wars where they gave a good account of themselves.

Pagan Leanings

Most of the Pennsylvania Indians are pagans, but there is a small Christian chapel on the reservation which is visited by missionary preachers. In their cemeteries there are graves which go back over a hundred years, as the reservation has been occupied since 1796. In 1867 the Commonwealth of Pennsylvania erected a handsome monument to Chief Cornplanter commemorating the services of this great Indian to the State.

Long-Lived

As a rule the Pennsylvania Indians enjoy good health and many of them live to be over a hundred years of age.

PENNSYLVANIA IN HISTORY—Concluded

Constitution "Established" Century and a Half Ago

June 21, 1938 Marks Anniversary of Ratification by Required Majority of States

In depth of essential values, few key dates in the story of our Federal Union can compare with June 21, 1788, when the Constitution of the United States became definitely "established" by the ratification of the ninth or enabling state. The one-hundred-and-fiftieth anniversary of this day, the meaning of which has been enriched by historical perspective, will round out the cycle of patriotic observances relating to our Federal Constitution, which for more than a year have been appropriately marking each step in the formation and adoption of our fundamental Great Charter.

Programs Being Arranged

Plans are now afoot for a state-wide celebration on June 21 of this year, with a major program listed for Philadelphia—birthplace of the Constitution—and for fitting regional exercises and pageantry in five other leading regional centers of Pennsylvania, including the Harrisburg region, which embraces Dauphin, Adams, Blair, Berks, Cambria, Center, Lancaster, Lebanon, Cumberland, Fulton, Franklin, Mifflin, Perry, Snyder, Juniata, Huntingdon, and York counties.

Philadelphia, a Center in the Celebration

Four days (June 18 to 21) will be devoted to the Philadelphia commemoration, culminating on June 21, when appropriate observance will be held in each of the six regional centers — Pittsburgh, Erie, Williamsport, Wilkes-Barre, Harrisburg and Philadelphia. In Philadelphia there will be military and naval spectacles, festivals by school children, folk carnivals, and "new Americans" and their progency, devotional exercises at Valley Forge, and an impressive program at Independence Hall.

Related Anniversary Dates

The Forefathers were undoubtedly unaware that June 21 would eventually loom so conspicuously as a banner day in the national chronicle. Significance of May 25, 1787, when the Constitutional Convention officially opened in Philadelphia with a quorum was obvious. Significance of September 17 of the same year, when the Convention formally adopted the Constitution by "unanimous consent of the states present" must have been even plainer.

But ratification of the Constitution by the states, each with its own convention, was a protracted process and difficulties of communication hampered realization of the precise epochal moment of the Constitution's establishment made effective, according to Article VII on ratification by nine states. When June opened in 1788, eight states had approved the basic instrument.

Ninth State Approves

In ratification, New Hampshire acted on June 21, five days ahead of Virginia. The moment, proudly noted by the delegates at Concord, was one o'clock in the afternoon. The Federal Republic was, so to speak, born at that instant. The Union came into being with the ratification of New Hampshire, and there is full realization today that what happened in Concord at 1 o'clock P. M., June 21, completed the formation of the Federal Republic.

Inspiring Inscriptions Adorn Schools

Positive Values of Education Suggested in Variety of Maxims

In the May 1937 issue of Public Education, a list of inscriptions found on school buildings of the Commonwealth was published. Among these were: A. Quotations From Scripture; B. Classic and Scholastic Quotations; and C. Historical and Patriotic Quotations. The list comprised sixty-nine of these items.

The survey of inscriptions on schools brought to light, in addition to these, a number of significant sayings devised by school folks in the local communities and quotations from addresses and other papers heard by the townsfolk. Most of these, like the others, point to the fundamental function of the school or exhort the learners to aspire toward great achievements.

Following are some of these arranged as a sequence to the list appearing in the May 1937 number of this bulletin.

D. QUOTATIONS ORIGINATING IN THE LOCAL COMMUNITY

Number	Inscription	District
70	Education is indispensable—education must be universal	McKeesport
71	Harmony, Liberty, Economy	Ambridge
72	Education is the cornerstone of success	Lehighton
73	Democracy's High School should train its pupils for economic efficiency, good citizenship, and complete living	Marcus Hook and
74	Erected by the people and dedicated to our youth, the wealth of the nations	Lock Haven Ridley Park
75	The Spirit of the school must be such that every individual is anxious to cooperate with others in making that institution a good place in which to learn	Erie
76	It isn't the load that wears us out; it's the way we carry it	Erie
77	A winner never quits and a quitter never wins	Erie
78	Good posture is our aim	Erie
79	A monument to public service wherein our children may find a more abundant life	Uniontown
80	Dedicated to the exalted service of training youth for noble living	Washington Twp. (Franklin County)
81	Plan your work—work your plan	Waverly
82	Herein dwelleth opportunity	Lebanon
83	Buy the truth and sell it not	Lebanon
84	Study in order that you may learn to live	Lower Merion
85	Dedicated to the advancement of learning	Mt. Carmel
86	Herein breathes the spirit of learning	Mt. Carmel
87	May our beloved school be an alma mater for many future generations	Philadelphia

HOW TO DETECT PROPAGANDA

We are fooled by propaganda chiefly because we do not recognize it when we see it. It may be fun to be fooled but it is more fun to know. We can more easily recognize propaganda when we see it if we are familiar with the seven common propaganda devices. These are:

1. The Name Calling Device
2. The Glittering Generalities Device
3. The Transfer Device
4. The Testimonial Device
5. The Plain Folks Device
6. The Card Stacking Device
7. The Band Wagon Device

Why are we fooled by these devices? Because they appeal to our emotions rather than to our reason. They make us believe and do something we would not believe or do if we thought about it calmly, dispassionately. In examining these devices, note that they work most effectively at those times when we are too lazy to think for ourselves; also, they tie into emotions which sway us to be "for" or "against" nations, races, religions, ideals, economic and political policies and practices, and so on through automobiles, cigarettes, radios, toothpastes, presidents, and wars. With our emotions stirred, it may be fun to be fooled by these propaganda devices, but it is more fun and infinitely more to our own interests to know how they work.

Lincoln must have had in mind citizens who could balance their emotions with intelligence when he made his remark: " . . . *but you can't fool all of the people all of the time.*"—Propaganda Analysis. Volume 1, No. 2.

School Employes' Retirement Board

H. H. BAISH, *M.A., LL.D.*
Secretary School Employes' Retirement System

Who Is Your Beneficiary?

J. Y. SHAMBACH
Deputy Secretary, School Employes' Retirement Board

Recently an active public school employe died. His wife inquired regarding the return of his monthly contributions to the Retirement Fund including compound interest. She learned that before his marriage he had named his sister as his beneficiary and that no request for a change of beneficiary had been received in the Retirement Board offices. Although his wife seemed convinced that it was his intention to name her as his beneficiary, legal provisions made it necessary to refund the money to the sister.

On Naming A New Beneficiary

Sometimes it becomes desirable for a member of the Public School Employes' Retirement System to name a new beneficiary before retirement. Such a condition may result from the marriage of a member, the death of a beneficiary, or other circumstances. Each member of the System should name a person who is to receive all accumulated salary deductions, or monthly contributions to the Retirement Fund including interest, in the event of the death of the member before retirement. If this procedure is not followed such salary deductions become a part of the estate of the member who dies before retirement.

Prompt Action Important

Whenever a new beneficiary is to be named there should be prompt action. In such a case it is necessary to have on file in the Retirement Board offices the proper form completed and signed by the member and also by two witnesses who are not named thereon as beneficiaries. Regardless of the wishes of any persons including the survivors of a member who dies before retirement the check for his accumulated salary deductions must be made payable to the person whose name has been filed last as the beneficiary of the member, provided such beneficiary is living at that time. If the beneficiary is not living at the time of the death of a member before retirement, the check for the accumulated deductions must be made payable to the estate of the member.

Teachers Should Be Informed

It is hoped that all public school officials who receive this publication will realize the desirability of bringing to the attention of all teachers, principals, and other school employes under their supervision the vital importance of having the beneficiary records in the Retirement Board offices conform to the wishes of all members of the System. Each member can assist in achieving this goal by naming a beneficiary immediately after becoming a public school employe and by acting promptly whenever a new beneficiary should be named.

IN GENERAL, then, a sound teachers' retirement system would raise the whole tone of the teaching profession by automatically removing from the profession all those teachers who have become less effective through age or disability; by encouraging a higher type of young people to enter the profession; by encouraging young men and women of exceptional ability to stay in the profession; and by making it possible for every teacher in the system to do better work because he is free from the worries of his economic future. It is my candid judgment that a sound teachers' retirement fund law, embodying a joint-contributory retirement system, established on the actuarial reserve plan, would more than pay the state for its cost through a general improvement of the entire teaching force.

—Webster H. Pearce.

Six Teachers Retire

Six employes, who were members of the Public School Employes' Retirement System, were granted retirement allowances by the Retirement Board at its meeting held last month. These employes had rendered services in the public schools of this State for periods ranging from thirty-nine to forty-five years as follows:

Name	District	Service
Sarah M. Collins,	Pittsburgh.....	45
R. M. Sherrard,	Pittsburgh.....	42
Wm. Howard Sprenkle,	Pittsburgh..	39
James Evans,	Pottstown Borough...	44
Charlotte Caterson,	Philadelphia....	45
Herbert Hammond,	Philadelphia....	43

REASONS FOR A RETIREMENT SYSTEM

Economically, no school system of a large city is completely effective unless there is a sound and satisfactory method of retiring aged teachers with the consequent freedom from anxiety. Only a sound and satisfactory retirement fund can prevent either the dismissal of aged teachers without resources, or the sacrifice of the best interests of the schools in order to continue the employment of teachers who are not capable.

Anne R. Waney

THE TEACHERS COLLEGE MOVEMENT

(Concluded from Page 12, Column 2)

ress possible. The problem of unifying the two services, in an effort to secure a composite result, is the task that lies ahead in teacher education. Vested interests and traditions must not block this developing program.

Complete Program Must Be Provided

Institutions of higher learning must provide the essential preparation for instructors in their work. A complete understanding of the philosophy of education is essential in itself. From this point, we must move forward to the development of adequate programs of study for prospective teachers in institutions that will include a broad cultural background of general education, intensive study of selective fields in which the teacher hopes later to teach, combined with technical work in education and a satisfactory experience in the student-teaching field. This is a positive approach to the problem.

Directions of Growth

The professional school of the future looks toward a higher standard of admission, a more capable body of students, and an instruction program better adapted to modern life. It likewise anticipates a more efficient guidance service for candidates, a closer relationship between the faculty and the field force, and a more intimate relation of prospective teachers with actual problems in teaching.

World-Wide Outlook

Teachers who are assumed to be leaders ought to be free from provincialism, partisanship, and to have a world-wide outlook; broad sympathies; to have their hearts set on the Truth that makes men free; to see life in its gigantic setting of eternity; and through this vision to have their deepest spiritual energies called into action.

Best Twenty-five Educational Books of 1937

Each year a list of Sixty Educational books is prepared for the American Library Association and The Journal of the National Education Association, by the Education Department of the Enoch Pratt Free Library, Baltimore, with the cooperation of more than 300 specialists in various educational fields thruout the country. Some 650 publications have been examined and hundreds of reviews scanned. From these the final selection has been made, on the basis of the scorings and comments of the cooperators who perform this valuable service each year.

The twenty-five books chosen from the original list of sixty are especially recommended for teachers and smaller libraries.

HISTORY, PRINCIPLES, AND PHILOSOPHY OF EDUCATION

Democracy As a Way of Life, B. H. Bode, Macmillan, 114pp., 1937. $1.25.

The Unique Function of Education in American Democracy, National Education Association, Educational Policies Commission. 129pp., 1937. 50c

ADMINISTRATION, SUPERVISION, AND FINANCE

Interpreting the Public Schools, J. F. Grinnell, McGraw. 360pp., 1937. $2.75.

CHILD PSYCHOLOGY

Child Psychology, F. D. Brooks (with the collaboration of L. F. Shaffer), Houghton, 600pp., 1937. $3.00.

EDUCATIONAL PSYCHOLOGY

Principles of Educational Psychology, W. D. Commins, Ronald, 596pp., 1937. $3.00.

EDUCATIONAL TESTS AND MEASUREMENTS

Aptitudes and Aptitude Testing, W. Van D. Bingham, Harper, 390pp., 1937. $3.00.

Measuring Intelligence, L. M. Terman and M. A. Merrill, Houghton, 461pp., 1937. $2.25.

TEACHERS AND TEACHING

The Teacher and Society, John Dewey Society, Appleton-Cenutry, 360pp., 1937. $2.50.

CURRICULUM AND METHODS OF TEACHING

The Changing Curriculum. Joint Committee on Curriculum of the National Education Association's Department of Supervisors and Directors of Instruction and the Society for Curriculum Study. Appleton-Century, 351pp., 1937. $2.00.

Co-Curricular Activities in Elementary Schools. J. H. Otto and S. A. Hamrin, Appleton - Century, 441pp., 1937. $2.75.

Integration; Its Meaning and Application, L. T. Hopkins and others, Appleton-Century, 315pp., 1937. $2.00.

SECONDARY EDUCATION

Directing Study Activities in Secondary Schools, W. G. Brink, Doubleday, Doran, 738pp., 1937. $3.00.

Secondary Education for Youth in Modern America, H. R. Douglass, American Council on Education, 137pp., 1937. $1.00.

Secondary School Teaching, J. G. Umstattd, Ginn, 459pp., 1937. $3.00.

ENGLISH AND READING

The Teaching of Reading, National Society for the Study of Education, Public School, 442pp., Cloth, $2.50; paper, 1937, $1.75.

MATHEMATICS AND SCIENCE

Science in the Elementary School, W. C. Croxton, McGraw, 454pp., 1937. $3.00.

Teaching Arithmetic in the Elementary School, R. L. Morton, Silver, Burdett, 410pp., 1937. $2.40.

SOCIAL STUDIES

Methods of Instruction in the Social Studies, Ernest Horn, Scribner's, 523pp., 1937. $3.00.

Teaching the Social Studies: Theory and Practice, E. B. Wesley, Heath, 635pp., 1937. $2.80.

ART

Art Activities in the Modern School, F. W. Nicholas; Mawhood, N. C., and M. B. Trilling. Macmillan, 379pp., 1937. $3.25.

GUIDANCE AND PERSONNEL SERVICE

Vocational Guidance Throughout the World, F. J. Keller and M. S. Viteles, Norton, 575pp., 1937. $3.25.

HEALTH AND PHYSICAL EDUCATION

School Health Problems, L. B. Chenoweth and T. K. Selkirk, R. A. Bolt, Crofts, 387pp., 1937. $3.00.

The Conduct of Physical Education, Mabel Lee, Barnes, 561pp., 1937. $3.00.

ADULT EDUCATION

Why Forums? (Studies in the social significance of adult education in the United States), M. L. Ely, American Association for Adult Education, 220pp., 1937. $1.00.

VISUAL AND RADIO EDUCATION

Visualizing the Curriculum, C. F. Hoban and C. F. Hoban, Jr., Cordon, 300pp., 1937. $3.50.

INDEPENDENCE DAY

(Concluded from Page 15, Column 1)

democratic processes, must be defended today by an American people willing to balance their right of suffrage with the responsibility of education for all.

Protect the Ideal of 1776

Already a great part of the world has gone over to dictatorship. The danger signs in our own structure are apparent to discerning minds. Oppressed peoples everywhere look to us to vindicate the ideal of 1776. This is another opportunity for altruistic service. Shall not America then demonstrate to a chaotic world that a democracy is able to creat economic abundance and security "with liberty and justice for all?" I believe America eventually will.

Education, An Answer

American government, history, law and ideals must be imparted to all within our gates, both native and foreign-born; the reciprocal rights and responsibilities of citizenship must be implanted among all citizens and the love of America fostered throughout this land of ours; the system of universal education and free schools must be upheld and improved, facilities for adult education provided, and the teaching profession elevated; the standard of citizenship and statesmanship must be exalted; and the principles of freedom and unity and opportunity must be forever stressed as our greatest national ideals.

BARBER SERVICE RISES

(Concluded from Page 11, Column 3)

ified under the rules of the National Educational Council and establishment of a curriculum of barber science for the practicing barber. Barber science has also been added to the curricular of the standardized schools, and the students beginning today have the advantages of its advanced instruction. Preparation of Barber Science teachers, formulation of the Model License Bill in conjunction with the Journeymen Barber International Union of America, and a great deal of legislative work, which has resulted in the passage of State barber license laws in almost all the states in the Union, also tend to improve the economic and occupational status of the guild.

1930

In 1930 the creation of a Research Department as a unit in the General Office of the Associated Master Barbers of America was effected. This was due to the rapid advancement of the Educational Council Program, that a great need was felt of placing it on a proven scientific basis. The first practical achievement of the Research Department was the completion and publication in 1931 of the edition of the Standardized Textbook of Barbering that covers complete instruction in the practice of barbering and the study of barber science.

SAFETY QUOTES

No individual can participate in American business or social life without being a part of the traffic problem.

—*Dr. Miller McClintock*

Intoxicating liquor is playing too great a part in the present mounting death toll and often is the cause of excessive speed. Of the 2,838 fatal traffic accidents in California in 1936 at least 617, or approximately twenty-one per cent, are known to have involved drivers or pedestrians who had been drinking.

—*E. Raymond Cato*

Statistics from five states show that fifty-five per cent of the pedestrian deaths resulted from accidents chargeable principally to the fault of the pedestrian himself.

—*Leslie J. Sorenson*

There are five general types of unfit drivers, the irresponsible, the incapable, the untrained, the thoughtless, and the over-confident.

—*Dr. A. R. Lauer*

The accident rate per 100,000 student days is only five in the kindergarten, about ten in the first grade, and rises to over fifteen per cent in the seventh. Beyond this grade it recedes slightly, ending with thirteen in the twelfth.

One-third of the accidents occur on school property—either in the buildings or on the grounds, one-third occur away from school or home, and a little less than one-third happen at home. Less than one-tenth occur on the way to or from school.

The most hazardous location in the school building is the gymnasium. Football produces more injuries than any other game played on the school ground, but unorganized play is responsible for nearly half the school ground accidents. At home, falls occur more frequently than any other type of accident. Non-motor vehicle accidents on streets and sidewalks happen more frequently than motor vehicle accidents, but the latter are considerably more serious.

Accidents result in an average of about three and one-half days' absence per case, but the absence is much greater for the younger students than for the others.

—*Alvan D. Battey*

RADIO CALENDAR

MONDAY
- Afternoon
  - 12:30- 1:30 National Farm and Home Hour—NBC Blue
  - 2:30- 3:00 American School of the Air—CBS
  - 2:45- 3:00 Music for the School —MBS
- Evening
  - 6:00- 6:15 Dear Teacher—CBS
  - 6:20- 6:30 New Horizons—CBS
  - 10:30-11:00 National Radio Forum—NBC Blue
  - 10:30-11:00 Brave New World—CBS

TUESDAY
- Afternoon
  - 12:30- 1:30 National Farm and Home Hour—NBC Blue
  - 2:00- 2:30 Fun in Music—NBC Red
  - 2:30- 3:00 American School of the Air—CBS
  - 2:30- 3:00 NBC Music Guild—NBC Blue
  - 4:00- 4:15 Academy of Medicine—CBS
- Evening
  - 6:00- 6:15 Science in the News —NBC Red
  - 6:00- 6:30 Let's Pretend—CBS

WEDNESDAY
- Afternoon
  - 12:30- 1:30 National Farm and Home Hour—NBC Blue
  - 2:00 -2:30 Your Health—NBC Red
  - 2:30- 3:00 American School of the Air—CBS
  - 3:45- 4:30 Curtis Institute of Music—CBS
  - 4:30- 5:00 National Congress of Parents and Teachers—NBC Blue
- Evening
  - 6:00- 6:15 Our American Schools, N.E.A. program—NBC Red
  - 7:45- 8:00 Science on the March—NBC Blue

THURSDAY
- Afternoon
  - 12:30- 1:30 National Farm and Home Hour—NBC Blue
  - 2:30- 3:00 American School of the Air—CBS
  - 3:15- 4:00 Eastman School of Music—NBC Blue
  - 4:00- 4:15 Science Service Series —CBS
- Evening
  - 9:30-10:30 America's Town Meeting of the Air—NBC Blue

FRIDAY
- Afternoon
  - 12:30- 1:30 National Farm and Home Hour—NBC Blue
  - 2:30- 3:00 Damrosch Music Appreciation Hour—NBC Red and Blue
  - 2:30- 3:00 American School of the Air—CBS
  - 3:00- 4:00 NBC Radio Guild—NBC Blue
- Evening
  - 6:00- 6:15 Education in the News —NBC Red
  - 6:05- 6:30 Music for Fun—CBS
  - 7:30- 7:45 Hendrik Willem Van Loon—NBC Red
  - 10:00-10:30 Twenty Years Ago and Today—MBS

SATURDAY
- Morning
  - 11:00-11:15 Our American Schools, N.E.A. program—NBC Red
  - 11:00-12:00 Cincinnati Conservatory of Music—CBS
  - 11:30-12:00 Music and American Youth—NBC Red
- Afternoon
  - 12:15-12:30 This Wonderful World —Hayden Planetarium—MBC
  - 12:30- 1:30 National Farm and Home Hour—NBC Blue
  - 1:45- 5:00 Metropolitan Opera Company—NBC Blue
  - 5:00- 5:30 Story of Industry—CBS
  - 5:00- 6:00 Great Plays—NBC Red
- Evening
  - 8:00- 8:30 Workshop—CBS
  - 9:30-10:00 American Portraits—NBC Red
  - 10:00-11:30 NBC Symphony Orchestra—NBC Red and Blue

SUNDAY
- Morning
  - 11:00-11:15 Reviewing Stand—MBS
- Afternoon
  - 12:00-12:30 The Southernaires—NBC Blue
  - 12:30- 1:00 University of Chicago Round Table—NBC Red
  - 1:30- 2:00 Tuskegee Institute Choir—NBC Red
  - 3:00- 5:00 New York Philharmonic-Symphony Orchestra—CBS
  - 4:30- 5:00 The World Is Yours —NBC Red
- Evening
  - 10:30-11:00 Headlines and Bylines —CBS

Sponsored by—
THE AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS
A Department of the National Education Association of the United States
1201 Sixteenth Street, N. W., Washington, D. C.

Unique Yearbook

Among teachers, habits which particularly undermine health are: taking too little exercise; not eating a balanced food ration; sleeping too little; and confining interests to a narrow range.

Every day 300,000 pupils are taught by substitutes because their regular teachers—12,000 of them—are ill at home. Perfect attendance records for both men and women are more numerous among beyond thirty years of age than among those under thirty, indicating a decrease in illness among teachers of middle age.

Such information is included in "Fit to Teach," the ninth yearbook of the Department of Classroom Teachers, National Education Association. The volume is based upon a study of teacher health in which more than 5,000 teachers, representing city, village, and rural schools participate.

Current Studies Announcement

The Office of Education has prepared a mimeographed announcement of all current studies in progress in the Office. More than 75 such studies and approximately 25 bibliographies are included. A copy of the list is available upon request to the Office of Education, Washington, D. C.

Education—Its Importance to Highway Safety

LESTER K. ADE
Superintendent of Public Instruction

(Abstract from an address delivered at the Commencement Exercises of the Graduating Class of the Pennsylvania Motor Police School)

WIDESPREAD CONCERN

IT is evident that danger to human life lies everywhere on the modern social scene. Hazards to life are by no means limited to the highways. In an age in which people concentrate in large industrial centers, there is increasing danger to life in our manufacturing plants, transportation services, cities, recreational centers, and even in the operation of modern machinery in the open rural areas. Accordingly, it becomes vitally important that we recognize the presence of these hazards to life in all their forms and make provision for a program that will safeguard our people from these pitfalls.

A VAST PROBLEM

The vast problem of highway safety appears to occupy a place of first importance in our program of conservation and protection of human life. In round figures there are approximately 26,000,000 automobiles operating in the Nation and about 5,000,000 new cars are added to this enormous volume of rolling stock on our highways each year. It is estimated that during the decade ending in 1935, 300,000 humans were killed and 10,000,000 injured on the highways of the United States. These numbers represent a loss of life considerably greater than all of the United States wars to date including the Revolution, the Civil War, and the World War.

These incomprehensible numbers signify two vital facts to those concerned with highway safety: first, a segment of human activity as replete with potentialities for destruction of life as automobile driving, requires careful regulation and supervision; second, safety in such a large scale activity can be assured only with the fullest possible cooperation of operators, pedestrians, and officials of the law.

A PIONEERING PROJECT

Safety is one of America's pressing problems. It is a challenge facing every public official and every citizen in America today. Therefore, as Superintendent of Public Instruction in this great Commonwealth, I am happy to have the opportunity to participate in these graduating ceremonies. Governor Earle, the Pennsylvania Motor Police, and the Highway Safety Council are to be commended for their splendid leadership and foresight in vigorously sponsoring the present effective safety education program.

PENNSYLVANIA MOTOR POLICE

The Pennsylvania Motor Police Program comprises three phases: education, enforcement, and engineering. These are called the three E's of the Pennsylvania Motor Police Safety Program. The engineering phase is concerned with the safety of road construction.

The enforcement phase consists largely of patroling the highways in order to enforce regulations. Recently, motorcycles have been replaced by white automobiles or "ghost cars" because of their relatively greater safety for the officers, and their greater effectiveness in the enforcement of the laws. It is the policy of the enforcement unit to win the cooperation of the public for the public's own protection.

EDUCATION FOR SAFETY

In education lies the greatest possibility for safety on the highways. The men here today are in a position to contribute much to this program of education. In this way, motor accidents may shortly be brought to an irreducible minimum. The 27,000 deaths from accident last year might well be cut in half.

A skillful driver is usually a safe driver; but a safe driver is dangerous, if he is not skillful. Ordinarily, it requires about 10,000 miles of driving for one to become skillful enough to safely operate an automobile. We must therefore establish driving fields and schools and place them in the hands of competent teachers. The Department of Public Instruction is cooperating in establishing safety schools.

HUMAN EQUATION

We can have safe roads, make safety appliances, and take every precaution to prevent accidents but we still have them because of the human equation. You are driving at the heart of the problem when you place emphasis on the education of safe, intelligent drivers with the right mental and social attitudes. There is no doubt that if we could have similar schools throughout the Nation, in a few years we would greatly reduce the alarming total of highway accidents because in a few years we would have a relatively high number of skillful drivers with right attitudes who by their very presence on the highways would make for a noticeable reduction of accident frequency.

A CONTINUOUS PROGRAM

Traffic safety education begins in the kindergarten and continues throughout life. It involves everyone whether a pupil in school or an individual out of school; whether old or young; whether a driver or pedestrian; the program of safety education comprises both instruction and practice. It is almost useless to teach the principles, fundamentals, and regulations of automobile driving without affording the learner an opportunity to carry into practice what he learns. Our schools, therefore, are developing demonstration and practice fields in automobile driving. This constitutes the most effective phase of our safety education program.

What could be more important than that we give our young people in secondary school some basic instruction in the principles of good driving? We know that most juniors and seniors in our secondary schools will some day drive a car, and we know, too, that the average driver spends about an hour each day behind the wheel of his car. If the secondary school is to prepare young people for complete human living, obviously, getting them ready for living in the automobile age should be a part of that preparation.

USE OF CARS IN INSTRUCTION

A few schools have attempted to give more reality to highway safety education than can be secured through classroom activities by securing automobiles with dual controls for practice driving. Where instruction in automobile driving has become a part of school program, as it has in secondary schools in Harrisburg and other cities, the question of liability in case of an accident has created a problem upon which the law is not clearly defined.

PUPIL TRANSPORTATION

Several new laws of the 1937 Session of the General Assembly are aimed directly at greater safety and efficiency in the operation of some 4,000 vehicles which daily transport approximately 100,000 pupils to and from school. The annual inspection of 3,500 buses in Pennsylvania was conducted before the opening of school by the State Motor Police in cooperation with the Department of Public Instruction. School buses like other motor vehicles undergo a semi-annual inspection. This practice, which has been in effect for four years, makes it necessary for every operator of a school bus to put his vehicle in good condition before he transports any pupils to and from school.

CAUSES OF ACCIDENTS IDENTIFIED

An effective program of safety education must be aimed at the specific causes of highway hazards. Accidents cannot be attributed to any one cause, but rather to a variety of causes or a combination of circumstances. Among the more common mechanical hazards are wide-open intersections, poorly lighted streets, blind and awkward curves, unpaved roads, narrow bridges, grade crossings, parked cars, trolley cars, dangerous grades, blow-outs, glare of headlights, and old defective machines.

Another group of circumstances that are conducive to highway hazards are natural phenomena or acts of God which are not controllable by man. Included in this group are fog, rain, ice, sleet, glare of sun, wind storm, blizzards, flood, cyclone, hurricanes, electrical storms, earthquakes, and the like.

However, most officials and others who have studied the problem of highway safety are inclined to lay the principal responsibility for accidents on the operator of the car. One summary of accidents indicates that a vast majority of auto accidents are caused by children at play, driving on the wrong side of the road, reckless driving, walking on the highways, influence of drinking on drivers, and speeding. Added to these irregularities, which are traceable to the driver himself, are pokiness of driving, drowsiness, running off the road, passing on turns, carelessly pulling away from the curb, and foolhardiness, especially of youthful drivers.

REMEDIES

On the side of regulation there are almost numberless possibilities. The use of standard signals at intersections, the requirement of drivers tests, regulation of speed, the use of highway signs and markers, channelizing intersections in cities, laying out parking zones, banking curves, providing guard rails, developing multiple line highways, adopting one way traffic streets—these are some of the regulations that have been found effective in reducing hazards on the highways and streets of our Commonwealth.

When the question of who is guilty arises in connection with highway accidents, the manufacturer of the machine says not I, the roadbuilder says not I, the driver says not I. All indeed are right, for the problems rests not with any one of these responsible agents but with all working together in a common concerted effort to preserve life and property on our great system of highways.

SAFETY CONSCIOUSNESS

We, in education, feel that if in the schools we can develop a generation of boys and girls, safety conscious and safety skilled, then we will soon have a generation of adults who will put into practice one of the first lessons that must be learned by all of us in this high speed, industrialized, urbanized, mechanical, American civilization, SAFETY ALWAYS.

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